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ABSTRACT

Data is presented on 254 standing order customers (SOC's) representing 47 percent of those sites or organizations which have placed orders or subscriptions with the Educational Resource Information Center (ERIC) Document Reproduction Service (EDRS) to receive, on a regular and continuous basis, the entire microfiche output. ERIC SOC's were asked to provide information about eleven very broad aspects of their operation: (1) type of institution, (2) location of the ERIC collection and reference materials, (3) availability of equipment, (4) age and scope of the collection, (5) availability of ERIC reference tools, (6) users served, (7) services provided, (8) reactions to ERIC and ERIC tools, (9) staff and staff training, (10) receipt of ERIC materials, and (11) relationships with Central ERIC and clearinghouses. In addition, participating libraries were asked to provide comments and suggestions for the improvement of the ERIC system and to list any questions they wished to have answered. There are four major sections to this report. The first is primarily a tabular presentation of information; the second, a descriptive summary; the third, conclusions and recommendations; and the fourth, the Appendices. Appendices include the survey form, survey participants, and data on customer reactions, suggestions, and problems. (RC)

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* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
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A PROFILE OF ERIC MICROFICHE COLLECTION SITES

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A PROFILE OF ERIC MICROFICHE COLLECTION SITES

BACKGROUND

In 1974 several members of the staff of the ERIC Clearinghouse on Tests, Measurement and Evaluation (ERIC/TM) visited 47 of the ERIC microfiche collection sites located within a 100-mile radius of Princeton, New Jersey. The primary purpose of these visits was to establish personal contacts with those individuals responsible for the ERIC collection. A secondary objective was the gathering of information from each site related to: location of the collection, tools and equipment available to users, the provision of ERIC-related services, staff training in the use of ERIC, reactions to ERIC tools, and the like. The findings of these informal visits were presented to Central ERIC (CERIC) in Visits to ERIC Microfiche Collection Sites: A Report (April 1975).

The information obtained from talking candidly with standing order customers (SOCs) was instrumental in developing a clear, realistic understanding of their use of the resource, and the problems they encounter in assisting a variety of clients in effectively retrieving information from the ERIC data base. The success of this small, local activity resulted in a request from CERIC to expand the scope of the study to include all of the ERIC standing order customers in the United States.

The timing was perfect. Each of the Clearinghouses in the ERIC network had been asked to serve as a system representative and liaison with SOCs in a specific region of the country. Further, the Clearinghouses had planned to hold a series of regional workshops in the summer and early fall of 1975. These workshops provided an excellent opportunity to enlist the cooperation of the microfiche collections in reporting information similar to that obtained by ERIC/TM in its earlier effort. (See Appendix A)

In most cases the SOC representative who had attended the regional workshops or the person directly responsible for the collection participated in this project. Data on 254 standing order customers (47%) is included in this report. Although each of the 16 Clearinghouses has a complete set of microfiche which is available for public use, they were not considered in this analysis because of their atypical nature.

Excluding the Clearinghouses, there were 536 standing order customers or microfiche collections in the United States, including Puerto Rico and the Virgin Islands, at the time the project was conducted. Microfiche collection sites are organizations which have placed orders or subscriptions with the ERIC Document Reproduction Service (EDRS) to receive, on a regular and continuous basis, the entire microfiche output (approximately 21,000 titles per year.) The 254 SOCs that participated in this project are listed in Appendix B.

There are four major sections to this report. The first is primarily a tabular presentation of information; the second, a descriptive summary; the third, conclusions and recommendations; and the fourth, the Appendixes.

A undertaking of the size and scope of this survey is impossible without the assistance and support of many. We are grateful to the CERIC and Clearinghouse staff whose cooperation made this effort possible. We are most indebted to the standing order customers who found time in their busy schedules to respond to our requests for information.

RESULTS

ERIC standing order customers were asked to provide information about eleven very broad aspects of their operation:

1. Type of institution
2. Location of the ERIC collection and reference materials
3. Availability of equipment
4. Age and scope of the collection
5. Availability of ERIC reference tools
6. Users served
7. Services provided
8. Reactions to ERIC and ERIC tools
9. Staff and staff training
10. Receipt of ERIC materials
11. Relationships with CERIC and Clearinghouses

In addition, participating libraries were asked to share their comments and suggestions for the improvement of the ERIC system and to list any questions they wished to have answered. This part of the survey served a dual purpose. First, it ensured that their questions would be answered by their Clearinghouse representatives. Secondly, it provided some insight into issues and problem areas that should be addressed by the system in its publications or future contacts with standing order customers.

I. TYPE OF INSTITUTIONS HOUSING ERIC MICROFICHE COLLECTIONS

College or university libraries house 72% of the collections. The significance of this finding has a direct bearing on the information reported in several other areas--especially those pertaining to the types of clients served and the uses to which ERIC materials are put.

Types of Standing Order Customers

N=254

Type	Number	Percentage
College or University Library	183	72
Information and Media Centers	30	12
School Systems	12	5
Public Libraries	8	3
State Departments of Education	8	3
Research and Development Centers	7	3
State or County Libraries	5	2
Federal Libraries	4	2
Other	1	-

Four standing order customers feel that two of the classifications listed above are equally descriptive of their library or center. For this reason the number of responses exceeds the number of SOCs by four.

II. LOCATION OF THE ERIC COLLECTION AND REFERENCE MATERIALS

It appears from the table that follows that ERIC materials frequently are scattered throughout a library. While ERIC microfiche is generally in the microforms area, Resources in Education (RIE) is most commonly shelved in the reference section, along with the Current Index to Journals in Education (CIJE), the ERIC Thesaurus, and other ERIC tools.

Location of ERIC Microfiche Collection and Related Materials

N=249

Item	Percentage Located In: Reference Section	Microforms Section	Government Documents	Curriculum Center	Periodicals Center	Other	No Response
ERIC Microfiche	11	37	4	5	6	12	24
RIE	58	22	8	6	5	12	9
CIJE	65	8	0	4	15	8	2
Thesaurus and Other Tools	58	21	5	7	4	12	0
Microfiche Reader	22	53	7	6	8	12	1
Microfiche Reader-Printer or Printer	20	44	4	6	7	12	2

Generally fiche readers and reader-printers are located in the microforms area. However, 84% of the standing order customers state that they have a reader-printer or printer near the ERIC collection, even if not in the same room. In 17% viewing or printing equipment is not located near the microfiche collection. In some cases the readers are on different floors or in different wings of the building.

Approximately a fifth of the libraries are organized so that the reference section is adjacent to the microforms or the government documents area. In many cases the arrangements are more administrative than physical, so that ERIC materials may not be as widely scattered as it appears from the data in the table.

A closer look at the standing order customers where fiche is housed in areas classified as "Other" in the table above reveals that in 4% of the 249 collections reporting data on this topic, ERIC fiche, abstract journals, tools, and equipment are housed in an area designated as the "ERIC Room". Three percent of the libraries house the fiche and tools in the education section of the library.

Notice that the rows in the table (other than for the ERIC fiche) do not add up to 100%. The reason for this is that many of the libraries have multiple copies of the abstract journals and the ERIC tools, so that these materials can be shelved in other sections of the library for the convenience of users.

III. AVAILABILITY OF EQUIPMENT

In order to provide clients with a full range of ERIC-related services and to increase the ease and convenience of using the system, libraries must have computerized access to the data base, fiche to fiche duplicating equipment, reader-printers or printers, and portable fiche readers. This ideal is rarely the case.

Availability of Equipment

N=254

Equipment	Percentage Available	Percentage Not Available	Percentage No Response	Mean Number	Range
Reader-Printers or Printers	98	2	0	1.6	1-23
Standard Readers	93	7	0	5.4	1-49
Portable Fiche Readers	62	37	2	8.2	1-500
Computerized Access to Data Base	40	57	2	-	-
Fiche to Fiche Duplicating Equipment	24	76	0	-	-

READERS AND READER-PRINTERS

Almost every library has a microfiche reader-printer or a standard non-portable reader. (A standard reader does not have a print device.) The others rely exclusively on portable models which are much less expensive than the standard readers. Regardless of type, each library does have at least one piece of viewing equipment--as would be expected.

While the number of standard readers or reader-printers varies widely, the typical library has only one or two. The discrepancy between what is average arithmetically and what is typical is more acutely apparent in the case of portable fiche readers. One center with 500 portable readers greatly inflates the average to eight per site. However, the majority of sites only have between one and three portables. Sixty-nine percent of the standing order customers with portable readers allow them to circulate.

FICHE TO FICHE DUPLICATORS

Equipment for fiche to fiche reproduction is available in approximately a quarter of the microfiche collection sites. In these SOCs it is common practice to duplicate the fiche requested by a client and to lend a portable microfiche reader. It seems that this practice has two distinct advantages. First, it ensures that the master fiche is always available. Secondly, libraries subscribing to this practice feel that it is more cost effective to give duplicates than it is to lend the fiche, since circulation requires rather expensive control procedures.

COMPUTERIZED ACCESS TO THE DATA BASE

Of the 146 microfiche collection sites without capacity for computer searching, 72% have no plans to acquire access to an automated system. Forty-three or 28% indicate that there are some plans to obtain computerized access to the ERIC data base. However, for some standing order customers, the acquisition of an automated retrieval system is part of their long-range plans.

Forty percent of the SOCs have computerized access to the ERIC data base. Of the libraries with this capacity, 41% have Lockheed's DIALOG; 20%, SDC's ORBIT. A few have access to both.

Computerized Access to ERIC Data Base

N=102

System	Number	Percentage
DIALOG (Lockheed)	42	41
ORBIT (SDC)	21	20
STAIRS (SUNY)	14	14
Local Program	12	12
Query	4	4
Other	25	25
Type Unknown	15	15

Not all of the 102 SOCs with computerized access to the ERIC data base actually have a terminal or the equipment on-site. A rather common occurrence is participation in a consortium of data base users similar to New York City's Metro Program.

IV. AGE AND SCOPE OF THE COLLECTION

AGE OF THE COLLECTION

A quarter of the ERIC microfiche collection sites have been a part of the network since the first fiche were issued in 1966. The table that follows indicates the length of time a library has subscribed to ERIC fiche on a standing order basis and simultaneously the number of new collections established each year. During the period 1971-1975 an average of 12 collections were established each year.

Age of the Collection

N=236

Year Acquired	Number	Year Acquired	Number
1975	2	1970	20
1974	8	1969	33
1973	15	1968	35
1972	12	1967	26
1971	23	1966	62

SCOPE OF THE COLLECTION

Eighty-four percent of the libraries have all of the fiche issued as a part of the regular collection--the ED series, that is. Although several of the standing order customers indicated that they have the microfiche issued in the Manpower (MP) series and the Pacesetters (ES) collection, information concerning the availability of these special fiche series was not solicited as a separate item. Many of the respondents report that they have all the fiche released since 1966, while others were careful to point out that they do or do not have the Manpower or Pacesetter documents.

The query concerning the completeness of the collection resulted in numerous questions from the respondents. Many are not clear as to what constitutes a complete set of ERIC fiche. In addition to the confusion concerning the MP and ES series, many respondents claimed that their microfiche collections are incomplete because the fiche from ED 003 961 to ED 009 999 are missing. Since the fiche in this range were never issued, these collections are complete.

Completeness of the ERIC Collection
(ED Series Only)
N=242

Period of Coverage	Number
1966-1975	214
1967-1975	-
1968-1975	2
1969-1975	6
1970-1975	12
1971-1975	4
1972-1975	1
1973-1975	1
1974-1975	1
1975 Only	1

Thirty seven of the standing order customers (15%) do not have complete sets of fiche in the ED series. Of these 37, the majority (62%) do not plan to obtain a full set of ERIC documents. However, slightly more than a third (37%) do intend to acquire the back collection

In 94% of the microfiche collection sites (251 reporting) there is a set of Resources in Education (RIE) dating back to 1966. Six percent (16) do not have full sets of RIE. Nine of the SOCs only have RIEs indexing the fiche they have on hand. However, five sites report that their holdings of RIE do not cover the fiche in their files, and two of these, do not subscribe to RIE at all. One of these defended its decision not to purchase RIE on the grounds that there is little need for a paper or manual index in a center that relies exclusively on computer capacity for the retrieval of information.

V. AVAILABILITY OF REFERENCE TOOLS

RESOURCES IN EDUCATION

As just mentioned, Resources in Education can be found in all but two of the microfiche collection sites. The total number of subscriptions reported by 232 of the respondents is 525. The average number of RIE subscriptions is 2.3 per site. However, the average is bolstered by the intermediate service agency that subscribes to 150 copies, by far the highest number of subscriptions reported. If this unusual case is not considered, the typical standing order customer has one (specifically 1.5) subscription to RIE.

Looking back at the data in Section II., Location of the ERIC Collection and Reference Tools, it is reasonable to hypothesize that many of the standing order customers purchase multiple subscriptions to RIE, to make them available in the area where the microfiche is housed, as well as, in the reference section, the curriculum center, or periodicals room.

CURRENT INDEX TO JOURNALS IN EDUCATION

For the Current Index to Journals in Education (CIJE) the situation is somewhat different. Fourteen or five percent of the microfiche collection sites do not subscribe to CIJE. One subscription (1.1 precisely) is the average for the 235 SOCs that reported the number of copies of CIJE ordered. The largest number purchased by a single library is four.

ERIC THESAURUS

The ERIC Thesaurus, a tool which is absolutely essential in effectively using RIE and CIJE, is available in some form in 98% of the microfiche collection sites. Three respondents indicated that a Thesaurus is not available in their library or center and three did not answer the question. One site, the intermediate service center with the 150 subscriptions to RIE, owns 165 copies of the fifth edition of the ERIC Thesaurus. (At the time of this survey the fifth edition was the most recent available.) The average number of Thesauri, considering all editions, is 2.7 based on 232 responses. Disregarding the unusual center with 165, the typical site has 2.0 copies.

The fifth edition of the Theasurus is available in 42% of the 193 SOCs that could identify the most recent edition available in their library.

Availability of the ERIC Thesaurus

(Most Recent Edition Only)

N=196

Edition	Number	Percentage
No Thesaurus	3	2
First Edition (1966)	3	2
Second Edition (1968)	11	6
Third Edition (1970)	10	5
Fourth Edition (1972)	48	24
Fifth Edition (1974)	106	54
Sixth Edition (1975) on Order	7	4

At least 39% of the ERIC standing order customers are using outdated Thesauri. Fortunately, 92% of the SOCs are aware that new terms are listed in the back of each issue of RIE and CIJE. However, Many are still working with a deficient or limited ERIC vocabulary since the terms listed in RIE and CIJE are updates to the fifth edition and do not carry the complete term displays found in the Thesaurus. (See Section VIII for additional information concerning reactions to the ERIC Thesaurus).

ERIC TOOLS

With the exception of the cumulative RIE indexes and abstracts and the cumulative volumes of CIJE (all products of Macmillan Information), ERIC tools are not widely available in microfiche collection sites.

Availability of ERIC Tools

N=254

Tool	Percentage Available	Percentage Not Available	No Response
Cumulative Indexes to RIE	93	3	4
Cumulative Editions of CIJE	80	11	8
Cumulative RIE Abstracts	62	25	13
Index to Pacesetters	51	28	21
AIM and ARM Indexes	50	33	17
Manpower Research Inventory	41	28	31
Descriptor and Identifier Usage Report	37	35	28
Institutions Index: 1966-1971 (a Macmillian product)	24	44	32
Title Index	23	43	34

Many of the standing order customers are working with a distinct disadvantage, for they do not have access to those ERIC tools which make manual searching much more accurate, efficient, and reliable. The Descriptor and Identifier Usage Report, for example, is an absolute necessity in manual coordinate searching, however, it is available only in 37% of the SOCs. The scope of the problem becomes more apparent when it is considered that 226 or 89% of our 254 respondents report that they primarily search ERIC manually. Further, the Title Index and the Descriptor and Identifier Usage Report are independent tools in that the access or retrieval points they provide is not duplicated in the issues of RIE and CIJE or the cumulative indexes available from Macmillan.

In retrospect, it is unfortunate that the respondents were not asked to indicate which volumes or editions of certain tools are available. From some of the comments it is apparent that the most recent editions of the Title Index or the Descriptor and Identifier Usage Report are not available. Further, the SOCs were only queried concerning those ERIC tools which are generally available from the ERIC Facility or Macmillan. Tools with limited dissemination and specialized usage such as the Contract Grant Number Index and the Clearinghouse Number to ED Number Cross Reference List were not included in the survey.

Standing order customers were queried concerning the availability of Abstracts of Instructional Materials (AIM) and Abstracts of Research Materials in Vocational and Technical Education (ARM) since these journals provide an index to a large number

of documents incorporated in the ERIC microfiche collection. The AIM/ARM Indexes are available in at least half of the libraries.

MACMILLAN SPECIAL PRODUCTS

The bibliographies and other ERIC special products published by Macmillan may not be available in the typical microfiche collection site. Any information obtained about these publications must be considered tentative because of the large number of libraries that did not report the information.

Availability of Macmillan Products

N=254

Product	Percentage Available	Percentage Not Available	Percentage No Response
Career Education (1973)	29	33	38
Early Childhood Education (1973)	28	33	39
Educational Finance	25	35	40
Library and Information Services (1972)	22	35	43
ERIC Information Analysis Products (1967-1972)	19	38	43

VI. CLIENTS SERVED BY STANDING ORDER CUSTOMERS

According to a combination of actual statistics and estimations of the 246 standing order customers who felt that they could categorize their ERIC clients, the graduate student is the most frequent user.

Types of Clients Served

N=246

Client Group	Number of Sites That Have Provided Service	Percentage of Sites That Have Provided Service
Graduate Students	236	96
Faculty (University)	215	87
Teachers	206	84
Administrators	202	82
Undergraduate Students	194	79
In-House Staff (Generally in handling reference questions)	194	79
General Public	158	64
Other	42	17

The percentage of microfiche collection sites serving graduate and undergraduate students and faculty is not surprising in light of the fact that 72% of the SDCs are college or university libraries.

Graduate students account for 40% of the use of ERIC materials. Further, when graduate and undergraduate students are combined, they account for 58% of the use of ERIC materials. This finding is encouraging since many students will be teachers, administrators, researchers and policy makers in the very near future. Perhaps a significant portion of the student body, especially at the graduate level, can also be considered practitioners since many work, as well.

The Use of ERIC Materials by Client Group

N=224

Client	Percentage of Use
Graduate Students	40
Undergraduate Students	18
Teachers	11
In-House Staff (Generally in handling reference questions)	7
Faculty (University)	8
Administrators	5
General Public	3
Other	1

Interestingly, graduate students also appear to be primary users in non-collegiate microfiche collection sites. Several librarians representing standing order collections established to serve educational practitioners as a primary audience, indicated that many of their clients, who had to be classified as teachers or administrators for record keeping, were actually using the ERIC materials in the preparation of course papers, theses or dissertations.

With students representing the largest user population, it follows that an estimated 49% of the use of ERIC materials is related to the preparation of course papers and 27% to the writing of theses and dissertations.

Use of ERIC Materials by Activity

N=197

Activity	Percentage of Use
Course Papers	49
Theses and Dissertations	27
Identification of Techniques Applicable to Specific Programs	8
General Literature Reviews	8
Preparation of Proposals	7
Problem Solving	6
Current Awareness	6
Data Collection	4
Other	2

The percentages in the above table total more than a hundred because of the imprecise nature of some of the data collected. For example, several respondents recorded percentage distributions that totaled slightly more than 100. Therefore, the data presented should be viewed as rough estimates of the ways in which ERIC materials are utilized.

VII. SERVICES PROVIDED

All but one of the standing order customers report that they provide reference assistance. All other services are less frequently available as indicated in the following table:

Services Provided by Standing Order Customers

N=254

Service	% Providing	% Not Providing	% No Response
Reference Assistance	100	-	-
Computer or Manual Search	54	42	4
Search or Reference Referral	51	36	13
Circulation of Fiche	43	53	4
Fiche to Fiche Duplication	32	67	2
Duplication of Paper Copy	72	24	3
Special Order Documents from EDRS	23	74	3

Although 54% of the SOCs state that they will actually conduct a manual or computer search of the ERIC data base, some explain that they only provide this service for certain client groups. For instance, a college or university library may execute a search for a faculty member or administrator, while only providing guidance or general assistance to the student body or general public.

REFERRALS

Slightly more than half (51%) of the standing order customers routinely refer users to other libraries or information resource centers when unable to meet a client's needs. Only 96 of the 130 SOCs that routinely make referrals, provided information concerning the organizations to which they direct their clients.

Referrals Made by Standing Order Customers

N=96

Organization	Number	Percentage
State or Regional Service Centers	34	35
Commercial Services	31	32
ERIC Clearinghouses	7	7
No Primary Organization	5	5
Other	25	26

Included in the category, state or regional service centers are agencies such as RISE (Research and Information Services for Education), Connecticut ACES (Area Cooperative Educational Services), and SMERC (San Mateo Education Resources Center). The rubric, commercial services, covers organizations such as Lockheed and colleges and universities that sell searches on an open basis. Five percent of the libraries explained that they cannot classify the organizations to which they send their clients for assistance since the referral depends on both the client and his or her need for information--thus, their responses are tallied under, "No Primary Organization".

Approximately a quarter of the SOCs refer their clients to information resources grouped under "other". Included in this category are professional associations, governmental agencies, prominent individuals in the field of interest, and non-ERIC information resources.

VOLUME OF FICHE USE

Each standing order customer reporting that there is circulation of microfiche, fiche to fiche duplication, fiche to paper reproduction, or the ordering of documents from EDRS for clients, was asked to provide statistics or estimates of volume. Many could not or did not provide this information. A modification of the data was necessary in the case of fiche to paper reproductions. Several SOCs reported the volume for this activity in terms of the number of pages. The page count was translated to the number of fiche by dividing by 39, the median number of frames on an ERIC fiche.

Estimated Monthly Volume of Use of ERIC Documents

Method	# of SOCs Reporting	# of Titles	Mean	Range
Fiche Circulated	89	9,704	109	0-1500
Fiche to Fiche Duplications	50	14,870	297	5-4000
Fiche to Paper Duplications	116	12,259	106	0-2500
Special Order Documents from EDRS	34	178	5	0-80

FICHE TO FICHE DUPLICATION

According to the data provided by 50 of the 81 standing order customers that duplicate or provide for fiche to fiche duplication, an average of 297 fiche are reproduced in this manner each month. Perhaps this figure would be higher if limitations were not placed on the duplication of fiche. Twenty-one standing order customers (42% of the 50) have guidelines concerning fiche to fiche reproduction. Three do not specify the nature of the restrictions, but four indicate that they only reproduce fiche for a specified client population; three limit the number of fiche; three observe copyright or the ERIC Level II restriction that only microfiche be made available; two limit the number of fiche; four view price to the user as a curb; and two report other restrictions.

DUPLICATION OF PAPER COPY

Although 98% of the ERIC collections have a fiche reader-printer or printer, only 72% of the sites report that they offer fiche to paper reproduction as a service. A possible explanation for the discrepancy between the availability of the equipment and the provision of the service is the self-service nature of most reader-printers or printers. Forty-six SOCs (25% of those considering it a service) limit the duplication of paper copy from microfiche. Fourteen of the 35 revealing the nature of the restrictions, limit the number of pages that a client can photocopy; and four, the number of titles. Sixteen have imposed an array of restrictions including the observance of copyright, fair use, cost effectiveness, the users need for quick access to the information in paper copy, and the cost to the user. Only one library limits fiche to paper reproduction to a specific client group.

ORDERING FROM EDRS

Fifty-eight standing order customers will order materials from the ERIC Document Reproduction Service (EDRS) for the personal use of a client. Several state that they will provide this service only if the cost of fiche to paper reproduction is prohibitive. An average of five documents per month are ordered for this reason.

RESTRICTIONS ON CLIENTELE

Generally reference assistance and other services are available to anyone requesting them. This is the case in 64% of the microfiche collection sites. In 27% of the libraries service is provided for individuals associated with the host organization. Six percent of the SOCs require that clients be state residents and an additional six only serve clients who are covered under contract or funding legislation. Seventeen percent identify educators as a key client group. These categories are not mutually exclusive. For example, a center can report that it only serves educators who are state residents.

COST OF USERS

At least 68% (173) of the microfiche collection sites charge for one or more of the services they provide; 24% do not. Eight percent did not respond to the question.

Costs to Users

Service	# of Sites Providing	# of Sites Charging	% of Sites Charging	% of all SOCs that Charge (N=173)	% of Total Sample (N=254)
Duplication of Paper	184	158	86	91	62
Duplication of Fiche	81	69	85	40	27
Computer Searches	102	67	66	39	26
Special Order Documents from EDRS	58	11	19	6	4
Manual Searches	*	6	*	3.4	2.3
Reference Assistance	4	4	1.6	2.3	1.5
Search Referral	3	3	2.3	1.7	1.1

*Data not available separately.

Fiche to paper reproduction is the service for which there most frequently is a charge. According to the table above, 184 SOCs provide fiche to paper reproduction; 158 or 86% of these charge for the service. Considering only SOCs that charge for one or more services, 91% impose a fee for fiche to paper copying. Furthermore, users can expect to pay for this service in at least 62% of the total sample of 254 standing order customers.

Most of the sites that charge for special order documents from EDRS explained that the client is asked to cover the cost of the item and postage. No handling or service fee is involved.

An effort was made to obtain price or fee schedules. However, the costs of most services were reported in such diverse ways that comparison or averaging is impossible for services other than the duplication of fiche and paper copy. The most frequently levied charge for fiche to fiche duplication is twenty-five cents ($0.25) per fiche. The cost of fiche to paper reproduction ranges from a nickle to a quarter per page. The average cost appears to be ten cents per page.

STATISTICS MAINTAINED BY STANDING ORDER CUSTOMERS

Statistics concerning the nature and volume of ERIC-related services are maintained by 63% of the standing order customers (N=247). Of the 160 SOCs that keep records, 91 or 56% are willing to share their statistics with Central ERIC and the Clearinghouses; 25% are not; and 18% could not answer for their libraries. If statistics were obtained from those sites that are not adverse to sharing them, data would be available from 36% of the 254 libraries that participated in this survey.

All but two of the sites that maintain statistics reported the type of data that is collected.

Records of Volume and Nature of Use

Statistic	Number	% of Sites Keeping Stats. (N=158)	% of all Sites (N=254)
Number of Fiche Used	89	56	35
Number of Paper Copies Made	76	48	30
Number of Searches Conducted	65	41	26
Number of Clients Served	57	36	22
Type of Clients Served	35	22	14
Number of Titles Used	35	22	14
Number of Fiche to Fiche Duplications	35	22	14
Number of Questions Asked	28	18	11
Topics of Interest	26	16	10
Other	16	10	6

FOLLOW-UP SERVICES

In order to monitor their own effectiveness and user satisfaction, 125 or 49% of the 254 SOCs follow-up on the services or assistance they provide to clients. Much of this feedback is in the form of informal personal contacts.

Follow-Up on Services Provided

N=125

Method	Number	Percentage
Personal Contact	115	92
Evaluation Form	29	23
Other	2	2

PROMOTION

Ninety-five percent of the standing order customers promote the use of ERIC materials. Only 5% do not. From the table that follows, it is obvious that many microfiche collection sites employ a variety of tactics to encourage the use of ERIC.

Methods of Promoting ERIC

N=235

Method	Percentage
Handouts or Brochures	48
Displays	24
Orientations & Seminars	78
Library Tours	76
Personal Contact or Recommendation	80
Use of Filmstrips or Other Audio-Visuals	40
Other	15

Many libraries apparently do not consider an orientation a form of promotion since 237 or 93% indicated that they provide introductions to ERIC, yet only 184 or 73% view the orientation as a means of encouraging and developing interest in ERIC. Sixty percent of the SOCs that provide an ERIC orientation, do so as part of the general introduction to the library or center; 29% handle it separately. (Eleven percent did not explain the scheduling of ERIC orientations in their libraries.) Most Typically orientations are provided for students, faculty, and staff.

Audiences for ERIC Orientations

N=237

Audience	Percentage
Students	86
Faculty or Staff	78
Other Groups	12
No Response	6

Generally a combination of methods is employed in conducting ERIC orientations. By far the most popular method is the "chalk-talk" or lecture.

Methods of Providing ERIC Orientations

N=237

Method	Percentage
"Chalk-Talk" or Lectures	79
Slide Presentations	14
Filmstrips	27
Other Audio-Visuals	18
Other	28

The filmstrips used in ERIC orientations come from a variety of sources. Some that were mentioned by name are very old and outdated. Others were developed by the library staff to meet its specific needs and objectives. Some of the centers report the use of the recently developed, ERIC: What It Is, How to Use It.

It appears that most of the materials in the category "Other Audio-Visuals" are transparencies. Hands-on experience or simulations account for the bulk of the "Other" category in the table above.

ERIC: WHAT IT IS, HOW TO USE IT

At the time of the survey, the ERIC training materials package had been available for approximately one year. The kit consists of three filmstrips designed for varying levels of user sophistication and mockups of RIE, CIJE, and the Thesaurus keyed to the narrative. Sixty-nine percent of the respondents had received or had ordered a copy; 30% had neither received nor ordered the materials. Of the 254 libraries participating in the survey, 61% had reviewed or used the kit; and 37% had not. A summary of the more frequent reactions to the filmstrip are presented in the table that follows. Any opinion not shared by at least five percent of those who responded to the question is listed in Appendix C: "Reactions to the Training Materials Package, ERIC: What It Is, How to Use It".

Reactions to ERIC: What It Is, How to Use It

N=159

Comment	Number	Percentage
Well Done, Effective Presentation	94	59
Poorly Done, Ineffective Presentation	30	19
Not Generally Applicable to SOC's Needs for Training Material	21	13
Too Long	17	11
Filmstrip Inappropriate or Not Best Means of Providing Introduction to ERIC	13	8
Too Elementary	8	5
Boring or Redundant	8	5
Out of Date	8	5

VIII. REACTIONS TO ERIC AND ERIC TOOLS

ERIC's coverage of education-related literature is judged favorably by the majority of standing order customers.

Reactions to ERIC Coverage

N=254

Percentages Responding

Feature	Very Good	Good	Average	Poor	Very Poor	No Response
Scope	59	37	3	0	0	2
Timeliness	39	44	13	2	0	2
Type of Documents	36	47	11	1	0	5
Relevance of Documents to Current Concerns in Education	46	41	9	1	0	3

RESOURCES IN EDUCATION

Standing order customers rated twelve features of Resources in Education on a five point scale representing degrees of usefulness. A sixth option was also available to those respondents who had had no experience with the various features of RIE. Drawing the highest ratings are the subject index, the format of the abstract journal, the main entry section, and the content of the resumes. The four sections of RIE which are perceived as being least useful are the accession number or Clearinghouse to ED Number Index, the Institution Index, the arrangement of the main entry section by Clearinghouse, and the introductory information.

Reactions to Resources in Education

N=254

Percentages Responding

Feature	Very Useful 1	2	3	4	Of No Use 5	No Experience	No Response
Quality of Material Selected	35	44	17	2	0	1	2
Main Entry Section	51	35	6	2	0	0	6
Accession Number Index	23	20	15	14	3	14	10
Arrangement with Sections by Clearinghouse	20	37	20	7	2	4	11
Content of Resumes	54	34	8	1	0	0	4
Descriptors	37	37	20	3	0	0	3
Introductory Information	25	37	21	6	1	1	9
Indexing System	35	41	15	2	0	0	6
Format	44	40	11	0	0	0	5
Author Index	43	33	13	6	0	0	4
Subject Index	65	27	3	1	0	0	3
Institution Index	34	28	13	17	0	3	5

CURRENT INDEX TO JOURNALS IN EDUCATION

Every section of CIJE was judged very useful by a sizable percentage of the respondents. It appears that the annotations and the Journal Contents Index are viewed as the least utilitarian aspects of CIJE.

Reactions to the Current Index to Journals in Education

N=254

Feature	Percentage Responding: Very Useful 1	2	3	4	Of No Use 5	No Experience	No Response
Main Entry Section	39	31	12	4	1	2	11
Annotations	33	26	18	10	1	1	26
Author Index	35	35	15	3	0	2	26
Journal Contents Index	24	26	20	9	3	6	14
Subject Index	59	26	3	2	1	1	0
Source Journal Index	30	29	19	6	1	5	10

ERIC THESAURUS

Almost all standing order customers (92%) are aware that new descriptors, deletions, and similar changes to the Thesaurus are listed in each monthly issue of RIE and CIJE.

The proper use of the Thesaurus presents problems for many. Of 172 SOCs, 81% report that both their librarians and their clients encounter difficulties in using the Thesaurus. Twenty-three problem areas were listed by the librarians. Only those difficulties expressed by 5% or more of the respondents are listed below; the others are outlined in Appendix D: "Problems in Using the ERIC Thesaurus".

Difficulties in Using the Thesaurus

N=172

Problem	Number	Percentage
No Difficulties	33	19
Insufficient Scope Notes	24	14
Used Fors and Other Cross References	23	13
Too Many Terms and Needlessly Fine Distinctions	20	12
Hierarchical Nature of Thesaurus	18	10
Translating Query into Thesaurus Terms	18	10
Confusion Concerning Meaning of Abbreviations, UF, SN, BT, RT, NT	16	9
Nature and Function of Descriptor Group Codes	12	7
Lack of Clear Instructions for Using Thesaurus	12	7
Difficulty in Updating Their Thesaurus and Integrating New Terms	10	6
Thesaurus is Not Familiar Library Tool and is Threatening to Users	10	6
Many Descriptors are Too Broad and Need Refinement	10	6

PRIMARY METHODS OF SEARCHING

Although 40% of the microfiche collection sites have computerized access to the data base, manual searching is still the primary method of using ERIC. Eighty-nine percent of the SOCs depend on the paper indexes more heavily than the computer. Only 10% depend on the computer as the primary mode of accessing the ERIC data base.

In order to obtain information concerning the procedures typically used in conducting a subject search of RIE and CIJE, respondents were asked to briefly describe their approach.

Procedures Followed in Searching ERIC by Subject

N=222

Method	Number	Percentage
From Thesaurus to Subject Indexes or Computer	178	80
Directly to Subject Index or Computer Without Consulting a Thesaurus	39	18
From Descriptor & Identifier Usage Report to Subject Indexes	3	1
Other	2	1

PROBLEMS IN SEARCHING ERIC

Most standing order customers report that they encounter difficulties in searching ERIC. The two most frequently cited problems pertain to the ERIC Thesaurus. They are pinpointing topics in order to accurately retrieve documents or articles on a specific subject (54%) and the definition of subject terms (44%).

Problems in Searching ERIC

N=245

Difficulty	Percentage
No Problems	11
Pinpointing Topics	54
Definition of Subject Terms	44
VT to FD Conversions (AIM and ARM)	41
Availability of Journals Indexed in CIJE	36
Availability of Level III Documents	31
Inconsistent Indexing	25
Manual Coordinate Searching	20
Using the Thesaurus in General	13
Designing Search Strategy	13
Lack of Adequate Instructions for Using ERIC	5
Format and Use of Indexes	3
Other	8

IX. STAFF AND STAFF TRAINING

STAFF SIZE

In the sample of 254 standing order customers, there are 1381 individuals who work directly with ERIC materials. Although some sites report that no one actually works directly with ERIC materials and one SOC reports a high of 25, typically the staff includes 5.5 individuals. Included in this figure are librarians and information specialists, as well as paraprofessionals, and student assistants.

Each SOC was asked for the name and title of the person responsible for the ERIC collection and the name of the person who should receive ERIC correspondence, if someone other than the person responsible. This information is reported in Appendix B; "Participants In Standing Order Customer Survey".

TRAINING STAFF AND USERS

Efforts are made to train or orient staff in the use of the ERIC system in 98% of the libraries. In most cases this "training" takes the form of self-instruction -- that is, reading the introductions to RIE and CIJE and becoming acquainted with the various tools.

Manner in Which Staff is Trained to Use ERIC

N=249

Method	Percentage
Self Instruction	84
From Colleagues	80
Literature on the System	59
Workshops	47
ERIC Filmstrips (Either ERIC or Locally Developed)	29
Library School	16
Other	6
No Effort to Train Staff	2

Training staff and clients to use ERIC presents some difficulties in 72% of the microfiche collection sites. The most difficult aspect of teaching the use of ERIC to others is the Thesaurus, which poses a problem for 27% of the librarians. That training is too time consuming and tedious is the second most frequent complaint.

Problems in Training Staff and Clients to Use ERIC

N=241

Problem	Percentage
No Problems	28
Use of Thesaurus	27
Too Time Consuming and Tedious	25
Availability of Journal Articles	24
Coordinate Indexing	19
Availability of Level III Documents	17
Lack of Instructions and Training Materials	16
Lack of Interest of Staff or Users	15
Use of Clearinghouse Accession Numbers	14
Lack of Trained Staff	11

Fifteen percent of the standing order customers who responded to the question concerning problems in training, indicated that lack of interest on the part of staff or clients was an obstacle. However, most who cited this as a problem pointed out that the lack of interest was generally a direct result of client apathy. Some explained that their staff would be more interested in learning to use ERIC resources if there were more demand for these materials by those who use the facilities of the microfiche collection site.

OBTAINING INFORMATION ON ERIC

Those who work with ERIC materials obtain information about ERIC and changes or improvements in the system through a number of channels. The most frequently cited means of obtaining current information is the ERIC sponsored workshop cited by 84% of the respondents.

Sources of Information About ERIC

N=245

Source	Percentage
ERIC Sponsored Workshops	84
From Colleagues	70
Clearinghouse Materials	67
Personal Communications	56
Professional Meetings	41
Courses in Library School	14
Other	16

Although information about ERIC is obtained from a variety of sources, the primary sources of information are clearinghouse materials and ERIC sponsored workshops.

Primary Sources of Information About ERIC

N=171

Source	Percentage
Clearinghouse Materials	32
ERIC Sponsored Workshops	21
From Colleagues	16
Professional Meetings	5
Personal Communications	10
Courses in Library School	1
Other	13

X. RECEIPT OF ERIC MATERIALS

The ordering and receipt of ERIC-produced materials poses a problem for 75% or 191 microfiche collection sites.

Problems in the Receipt of ERIC Materials

N=254

Percentages

Item	Problems	No Problems	No Response
Microfiche Standing Order	40	52	8
Resources in Education	33	49	18
Current Index to Journals in Education	21	55	24
Other ERIC Materials (Includes Thesaurus, Materials from the ERIC Facility and some Macmillan products)	5	70	25

Not receiving materials on time is the most frequent complaint (51%). Many respondents commented on the frustrations of both users and library staff who have to wait months for the fiche to catch up with the monthly issues of RIE, or wait an inordinately long time for the delivery of the indexes to the fiche. Difficulties in claiming missing issues of RIE, CIJE, or shipments of microfiche are a complaint voiced by 33% of those who specified the nature of their problems in obtaining ERIC materials. Other problems are listed below:

Nature of Problems in the Receipt of ERIC Materials

N=172

Difficulty	Number	Percentage
Late Shipments of Materials	88	51
Claiming Materials Not Received	57	33
Incomplete Shipments of Fiche	26	15
Obtaining CIJE Cumulative Issues	13	8
Change of Vendors	12	7
Damaged Shipments	12	7
Receipt of Duplicate Fiche	8	5
Billing	8	5
Obtaining RIE Cumulative Issues	7	4
Poor Quality Fiche	7	4
Renewal or Changes in Subscription Fiche Standing Order	6	3
Fiche Received out of Sequence	4	2
Initiation or Renewal of CIJE Subscription	3	2
Initiation or Renewal of RIE Subscription	3	2
Necessity of Ordering Materials from Variety of Vendors	2	1
Other	8	5

Those who reported difficulties in the receipt of ERIC materials were asked whether their problems were solved promptly when brought to the attention of the vendor. Of the 191 reporting difficulties, 138 responded with the majority, 78%, indicating that their complaints had not been solved expeditiously.

EDRS ON DEMAND ORDERS

On occasion, 34% of the 254 SOCs order materials from EDRS either to replace lost or mutilated fiche, acquire documents for clients, or obtain additional copies of popular items. Sixty-six percent do not deal with EDRS for anything other than their standing order. Of the 82 libraries who do place on demand orders with EDRS, 33% are satisfied with the service; 67% are not. The causes for complaint are listed below:

Difficulties with On Demand Orders

N=20

Problem	Percentage
Turn-around Time	75
Billing Errors or Problems	20
Quality of the Material	10
Order Never Completely Filled	10
Requiring Large Sum for Deposit Accounts	5
Filling Order with Vesicular Not Silver	5

From the comments of two of the librarians whose grievances are tallied above, it appears that there is some confusion about the nature of the materials available from EDRS. One person complained that the ERIC Document Reproduction Service sent xeroxed copies instead of the original. The second criticized EDRS harshly for filling an on demand order for a few fiche with vesicular, rather than silver film. Neither of these complaints is justified. However, they are reported here because they represent situations which have caused standing order customers some concern. It is not the intent of this report to weigh the validity of the complaints. Nevertheless, a word of caution is in order. At the time this information was gathered, the ERIC Document Reproduction Service was emerging from a transitional period, resulting from a change from one contractor to another.

XI. RELATIONSHIPS WITH CERIC AND THE CLEARINGHOUSES

CONTACTS WITH CENTRAL ERIC

Relatively few representatives from microfiche collection sites (14%) have had interaction with Central ERIC (CERIC). Those who have had some direct contact were asked about the nature of the interaction. Unfortunately, some SOCs simply reported that they had had mail or telephone communications, while others were specific about the reason or outcome. Therefore, the data in the following table is a mix of form of contact and content.

Relationships with CERIC

N=36

Type of Contact	Number	Percentage
Personal	9	25
Mail	7	19
Telephone	4	11
Nature of Contact		
Seeking General or Reference Assistance	10	27
Discuss Problem with the System	4	11
Recommend System Improvements	1	3

SOC-CLEARINGHOUSE RELATIONSHIPS

Interaction with ERIC Clearinghouses is fairly common. Sixty-nine percent of the standing order customers reported at least one contact with a Clearinghouse; 30% report none. For this analysis, form letters, newsletters, and other-mass produced communications are not considered. However, personalized attention -- even if by letter, is treated as a contact.

Contacts with Clearinghouses

Nature of Contact	Percentage of SOC's Reporting Some Contact N=174	Percentage of Total Sample N=254
Workshops	84	58
Reference Assistance	25	17
Other	8	5

Included in the "Other" category are interactions resulting from the solicitation or submission of documents for possible announcement in RIE, visits to the Clearinghouse by SOC personnel, or visits to the microfiche collection site by Clearinghouse staff.

Ninety-seven percent of the 174 standing order customers who have had some dealings with a clearinghouse viewed their experiences positively. Only 3% considered their involvement unproductive. Generally the complaints resulted from the perception that Clearinghouses do not individualize their communications to those who seek information or assistance.

SOC PREFERENCES FOR CLEARINGHOUSE SERVICES

If standing order customers could select the services that Clearinghouses provide, they would choose newsletters and workshops above other support activities.

Clearinghouse Services Preferred by SOCs

N=239

Service	Percentage
Newsletters	71
Workshops	64
Bibliographies	61
Reference Assistance	44
Information Analysis Products	44
Personal Contacts	3
Other Services	4
No Services Needed	8

Eight percent of the librarians felt that it is not necessary for Clearinghouses to provide any support services. Some volunteered that Clearinghouses should concentrate on the acquisition and processing of documents and articles for RIE and CIJE.

IMPROVING COMMUNICATION WITH SOCs

Well over half of the microfiche collection sites responded to an invitation to recommend ways of improving communication between clearinghouses and standing order customers. Eleven percent maintained that the current state of affairs is adequate and that communication is not one of ERIC's problems. For those who felt that something should be done, newsletters were the most frequently mentioned means of improving the dissemination of information about the system. Several librarians who advocated newsletters, recommended a librarian-oriented, systemwide newsletter very similar to the ERIC Data Base Users Exchange published by the ERIC Facility. Other suggestions follow:

Improving Clearinghouse-SOC Communication

N=160

Method	Number	Percentage
Newsletters	60	38
Workshops	35	22
More Direct Personal Contact	22	14
More Direct Mail Contact	12	8
Send Communications to Only One Person in a Microfiche Collection Site	7	4
Provide More Bibliographies	6	4
SOCs Automatically Receive All Newsletters and Clearinghouse Products	5	3
Provide Reference or General Assistance	4	3
Clearinghouses Obtain Toll Free Telephone Numbers	4	3
Provide SOCs with Systemwide Staff Directory	4	3
Report What Clearinghouses Really Do in Terms of Subject Coverage, Products, and Services	4	3
Advertise Clearinghouse Services to SOCs	4	3
Poll Subscribers re Prospective Changes in Policy, Problems, and Suggestions	4	3
Provide for Systematic Feedback from SOCs Concerning Products, Services and Needs	4	3
Restrict Communication to One Page Memo of Essential Information	3	2
Prompt Notification of New Tools and Procedures	2	1
No Need to Improve Communication	17	11

See Appendix E, "Improving Clearinghouse-SOC Communication" for suggestions made by one or two microfiche collection sites.

SOC WORKSHOPS

ERIC-sponsored workshops have been attended by 75% of the standing order customers who participated in the survey. Twenty-two percent have not attended a workshop sponsored by a component of the ERIC system and two percent did not indicate whether they have. Of those who have attended, 94% indicated that the training sessions were very helpful. Only three percent of the attendees reported that the workshops were not useful.

The six participants who were not satisfied with the workshops listed the following reasons:

- The presentations were too technical for most librarians who work with college students (two responses).
- Language used in the workshops differed greatly from standard library parlance, thus making comprehension more difficult (one response).
- Basic "How to Use ERIC" workshops are not useful to reference librarians who use ERIC on a daily basis. More substance is needed (one response).
- Nothing new had been presented (one response).
- Insufficient emphasis on manual searching (one response).
- Little practical application for those who use ERIC with classroom teachers (one response from a participant representing a public school system that subscribes to ERIC microfiche).

When asked to indicate topics they would like to see covered or emphasized in ERIC workshops, 176 librarians stated their preferences. Some also made suggestions for improving the organization of the training sessions. All of the recommendations from the participants are included in this report. However, suggestions offered by fewer than 5% of the standing order customers are listed in Appendix F. The suggestions have been grouped into four broad categories: organization of the workshops; the nature, function, and organization of ERIC; the use of ERIC and ERIC tools; and the management of ERIC collections.

Participant Suggestions for Improving SOC Workshops

N=176

Suggestion	Number	Percentage
Organization of the Workshop		
Increase Opportunities for Participants to Talk to Other Librarians to Exchange Ideas on Ways to Solve Their ERIC Problems	11	6
Nature, Function and Organization of ERIC		
Focus Attention on Current Developments, New Products, and Planned System Changes	20	11
Use of ERIC and ERIC Tools		
Computer Search Techniques	35	20
Search Strategies (no indication of whether manual or computer)	27	15
Thesaurus and ERIC Vocabulary	20	11
Techniques for Teaching Others to Use ERIC	19	11
ERIC Tools	18	10
Manual Searching Techniques	14	8
Efficient Use of ERIC in a Library Setting	13	7
Indexing Practices	11	6
Use of Aim and Arm	10	6
Management of the ERIC Collection		
A detailed discussion of the logistical problems libraries encounter in using ERIC. (How to maintain the collection, backfiles, retrieval of fiche, keeping track of fiche, circulation of fiche and portable readers, retiring parts of the collection, checking fiche shipments, and maintaining meaningful statistics)	9	5
Ideas for Stimulating Interest in ERIC	8	5

Ten (6%) participants felt that the best way to improve the SOC workshops is not to tamper with them. For these standing order customers the workshops satisfied their needs completely.

NEWSLETTERS

At least 65% of the standing order customers receive one or more Clearinghouse newsletters. However, 29% are not receipients of any. Of the 159 librarians who shared their opinions of newsletters, the majority, 84%, found them useful; 16% did not. Most librarians who were pleased with newsletters pointed to their current awareness function as the reason. The second major factor is that these publications provided announcements of changes in ERIC. This too can be viewed as current awareness of a very specific type. All of the comments supporting the utility of newsletters are listed below:

Reasons Newsletters are Useful

N=97

Reason	Number	Percentage
Current Awareness	68	70
Announcements of System Changes	22	23
Highlighting Documents Announced in RIE	9	9
Provide Subject Related Information	5	5
Good Public Relations Tool to Route to Appropriate Faculty or Staff	4	4
Provide Useful Bibliographic Data	3	3
Report Information on Non-ERIC Resources	3	3
Hints on Using System or New Ideas	3	3
Understanding Breadth of System	2	2
Specific Items Incorporated into other Newsletters	1	1

Those who find Clearinghouse newsletters of little value, criticize them for the following reasons:

Criticisms of Clearinghouse Newsletters

N=20

Comment	Number	Percentage
Information Not Relevant to Librarian	5	25
Rarely Used by Librarians or Clients	5	25
Librarians Have Limited Time to Read Them	4	20
Not Needed (No Elaboration)	2	10
Information Included is Out-of-Date	2	10
Too Many Clearinghouse Newsletters	2	10
Lack Substance	1	5
Repetitious of Material in RIE	1	5
Not Worth Staff Time Needed to Maintain Them	1	5

Twenty percent of the libraries received one or more Clearinghouse newsletters that are available by paid subscription. The majority, 80%, did not or could not pay to receive the newsletters.

INFORMATION ANALYSIS PRODUCTS

Information analysis products (IAPs)—in this case, Clearinghouse publications other than newsletters--are received by 48 of the 205 microfiche collection sites that discussed IAPs. Eighty-nine SOCs provided details concerning the ways in which these publications are used in their libraries.

Use of Information Analysis Products

N=89

Use	Number	Percentage
File	41	46
Catalog and Shelve	36	40
Circulate to Interested Faculty and Staff	16	18
Use Varies Depending on Quality of Product	13	15
Discard	8	9

Most information analysis products are announced in RIE and made available through the ERIC Document Reproduction Service. Fifty-nine percent of the librarians were aware of this; 41% were not. Sixty-nine percent knew how to find Clearinghouse products in RIE or guessed correctly. The others, 31%, admitted that they would be unable to retrieve a Clearinghouse publication.

QUESTIONS STANDING ORDER CUSTOMERS ASK ABOUT ERIC

The questions raised by those who staff microfiche collection sites may serve as an indication of topics about which ERIC may not be providing adequate information or explanation. In the table that follows, the questions are categorized broadly. A more specific listing is included in Appendix G: "Questions Standing Order Customers Ask About ERIC".

SOC Questions

N=60

Topic	Number	Percentage
Selection Criteria and Coverage	10	17
Resources in Education	8	13
AIM and ARM	7	12
ERIC Document Reproduction Service	6	10
ERIC Tools	5	8
System Management and Policy	5	8
Thesaurus	4	7
Current Index to Journals in Education	4	7
Computer Searching	4	7
Clearinghouse Services	2	3
Mircofiche Equipment	2	3
Other	3	5

SUGGESTIONS FOR IMPROVING ERIC

One hundred-fifteen standing order customers either had comments about ERIC or suggestions for the improvement of the system. Thirteen librarians praised ERIC as an invaluable reference tool and five were equally as positive about the regional workshops held in the summer and fall of 1975.

The response to the request for suggestions for improving the system was overwhelming. A total of 193 recommendations were made. Each is listed in Appendix A: "Suggestions for Improving ERIC". Here, the suggestions are categorized broadly.

Improving ERIC

N=193

Area To Be Improved	Number	Percentage
Microfiche	27	14
Coverage of the Field of Education	23	12
Communication with SOC	18	9
Resources in Educatior	15	8
Training and Promotional Materials	13	7
System Management	11	6
Indexing and Abstracting	10	5
Thesaurus and Vocabulary	10	5
Level III Documents	10	5
Both RIE and CIJE	7	4
ERIC Tools	6	3
AIM and ARM	6	3
ERIC Document Reproduction Service	6	3
Additional Clearinghouses and Information Resources	5	3
Workshops	5	3
Clearinghouse Products	5	3
Library Procedures and Equipment	4	2
Survey of ERIC Data Base Search Services	2	1

SUMMARY

In many respects there is no such thing as a "typical" standing order customer. At best, there are two primary types of microfiche collection sites. One typifies the large information dissemination centers such as RISE (Research and Information Services for Education) and SMERC (San Mateo Education Resources Center). The other is representative of the library established to serve a clientele with interests that are far more broad than the scope of ERIC. In these libraries, ERIC is one of many resources not the primary reference it is in the dissemination centers. Be this as it may, there are times when it is helpful to think in terms of the average case.

The typical standing order customer is a college or university library that acquired the collection between 1966 and 1968. There is a complete set of microfiche, and a full set of RIE. The library carries two subscriptions to RIE and one to CIJE. Normally the fiche, RIE and CIJE are received without difficulty.

The typical SOC does not have automated access to the data base. It depends on manual search techniques to meet the information needs of its clients, most of whom are graduate or undergraduate students preparing course papers, theses or dissertations. However, the average microfiche collection site is handicapped since it does not own a full set of ERIC tools and is working with an outdated edition of the Thesaurus.

For the convenience of its users, there is a microfiche reader-printer located near the collection, which is generally housed in the microforms area. Furthermore, there are eight portable readers which can be used to view fiche that has been reproduced for the client's personal use or permitted to circulate. The user also has the option of making a paper copy of the fiche.

Those who use the services of the typical SOC find that they must pay for the duplication of paper copies. Reference assistance and referrals are provided without charge.

The 5.5 librarians and paraprofessionals who work directly with ERIC have their hands full since they offer their assistance to anyone requesting it. Further, they oversee the circulation of 109 titles, the duplication of 106 documents from fiche to paper and the collection of statistics concerning the number of fiche used. They too conduct ERIC orientations for students and faculty. Whenever possible, they attempt to find out whether their clients were able to fill their information needs.

In general, the librarians who staff microfiche collection sites are pleased with ERIC's coverage and the major features of RIE and CIJE. They find the Thesaurus fraught with problems for them and their users, but they still consult it before proceeding to the subject index. A major difficulty is pinpointing topics and deciding how descriptors are to be used.

Generally the librarians who work with ERIC did not receive specific training in the use of this data base in their courses in library school. However, once on the job they are expected to obtain a "feel" for the system by reading the introductions to tools and literature published by the system. To supplement this rudimentary training, novice librarians can seek the advice of their more seasoned peers. Unfortunately in many cases, their peers are experiencing difficulties as well. For this reason many sites depend on ERIC sponsored workshops to provide basic training for librarians. They rely heavily on clearinghouse materials to update the information obtained at workshops. At least one librarian from the site has attended an ERIC sponsored workshop and found it useful. In fact, the workshops are so useful that librarians feel they should be continued.

Workshops not only serve as training vehicles, but as the medium for communication as well. In fact, from the librarians point of view they are a service second only to newsletters in importance.

Typically librarians are pleased with the training package, "ERIC: What It Is, How to Use It." Yet, they do not use it in training their staff or in staging orientations for those who use their facilities.

Standing order customers are quite concerned about communication in the network and have ideas for ways of increasing the effectiveness of transmitting information from CERIC and the Clearinghouses to them.

Overall, those who staff microfiche collections sites have positive attitudes toward ERIC. They support the system and wish to see it strengthened and improved.

RECOMMENDATIONS

1. All components of the ERIC network should recognize the primacy of the standing order customer. Their concerns and needs must be considered before any major decisions are made.

2. The advice of a representative sample of microfiche collection sites should be sought before making major decisions affecting them and their clients.

3. We must recognize that there are at least two types of "typical" microfiche collection sites. One type is the large university library or the state information dissemination center that serves thousands monthly and possess sophisticated search, retrieval, and viewing equipment. The second type of SOC is typified by the site that has no computer access, an incomplete set of tools, and a small ERIC clientele. Its staff consists of dedicated librarians--who unlike some of the information center personnel--are not ERIC experts.

4. There should be a systemwide advisory panel consisting of representatives from microfiche collection sites. Care must be exercised to ensure that the diversity of SOCs is accurately reflected on this panel. Small libraries whose collections are seldomly or moderately used must be represented since this type of facility is far more numerous than the large sophisticated information center.

5. Every year or two, Clearinghouses and ERIC vendors should be provided with a report on the state of libraries--their financial position, their concerns, new technology, and crucial issues. Such a report would help Clearinghouses develop greater sensitivity to the general concerns of librarians--not just those issues related to ERIC. If a report of this type is not prepared regularly by the American Library Association or a similar organization, the Clearinghouse on Information Resources may wish to consider it as an information analysis product.

6. Clearinghouses and other components of the ERIC system should be made aware of the role of ERIC in a typical library. We tend to forget that ERIC is one of many tools available to librarians and information specialists. We cannot reasonably expect them to spend inordinate amounts of time working with ERIC or keeping the collection current.

7. At least once a year ERIC should attempt to gather user statistics from the microfiche sites. (Perhaps this could be done by the clearinghouses). In order for these statistics to be meaningful, they must be somewhat comparable. CERIC should develop a set of guidelines for keeping statistics. Of course, libraries could not be bound to using these guidelines, but some would probably find it useful to compare their volume of use with similar libraries.

8. Rewrite and improve the introductions to all ERIC tools so that they clearly and concisely convey the nature and use of the tool.

9. Each ERIC tool should carry a full explanation of how to use ERIC and an annotated list of all ERIC tools. Perhaps such information could be included as an appendix.

10. If possible, negotiate the publication of the cumulative issues of RIE and CIJE so that they are available soon after the December issue of the previous year.

11. Automatically distribute the Thesaurus to each library with a standing order. The price could be built into the subscription rate for fiche.

12. Revise the Thesaurus to facilitate its efficient use. Consider scope notes for all terms, more use notations, guide words at the top of each page, and a legend at the bottom of each page explaining the abbreviations, BT, NT, etc.

13. Arrangements should be made to have RIE, CIJE, the Thesaurus and all tools available from one source to reduce the number of vendors involved and resulting confusion on the part of users.

14. It should be possible for a library to enter a standing order for all ERIC fiche and tools.

15. Distribute the Directory of ERIC Clearinghouses and other Network Components to all standing order customers.

16. Consider mandatory distribution of all Clearinghouse products to standing order customers.

17. Reconsider the selection criteria for ERIC documents and publish the minimum standards in each issue of RIE along with guidelines for submitting materials.

18. There should be an ERIC ombudsman to handle complaints from standing order customers, organize workshops, and serve as a system representative.

19. Provide a one-on-one, in-depth orientation to ERIC for each library that becomes a subscriber to the microfiche collection. Preferrably this orientation or workshop should be held in the library that will house the collection in order to maximize the participation of reference and support staff. This proposal would not place a burden on the system since only twelve new collections are established each year.

20. All Clearinghouses and ERIC vendors should have an 800 telephone number so that standing order customers can contact us freely. Many libraries are unable to place long distance phone calls and letters are frequently ineffective means of communication.

21. Develop a program for training Clearinghouse staff in planning and conducting user orientations and workshops. A well trained, professional consultant should be hired to assist in training.

22. Develop attractive posters on ERIC for display in libraries and information centers.

23. Plan a systematic massive training program targeted to professional associations, faculty members and students to acquaint them with ERIC.

24. With the aid and advice of a public relations firm, plan and conduct a national public awareness compaign. Consider the use of advertisements in college newspapers, statewide dissemination organs, professional journals, etc.

25. A one page guide to using ERIC should be developed for distribution to libraries. Libraries could display the guide so that their clients could have a brief step by step lesson in using the basic ERIC tools.

26. A separate publication on How to Use ERIC should be developed expressly for librarians and information specialists. Coordinate Indexing and all the tools should be described along with directions for ordering and using the tools. Other issues that should be covered are the philosophy of the sytem, levels of use, and designing search strategies, type of documents in ERIC, guidelines for providing orientations, etc. This publication should be definitive and in sufficient depth to serve as a "textbook" for use in library schools.

27. A system-wide newsletter or bulletin should be developed to meet the needs of all collection sites, whether they are computer users or not. Perhaps the ERIC Data Base Users Interchange could be expanded to meet this need. This bulletin should announce all new tools and products, and explain their use fully (with graphic details, if necessary). Other topics which could be covered are: training users,

27. (Continued) the physical location of the microfiche and tools and its impact on the use of the collection; other information systems that may be useful in educational reference, assisting users economically, the cost effectiveness of computer searching, etc. This bulletin should be published at least twice a year. All subscribers to the fiche, RIE, and CIJE should be sent a copy automatically.

28. Publish an annual inventory of ERIC materials so that libraries will know whether their collections are complete.

APPENDIXES

APPENDIX A

ERIC Microfiche Collection

Survey Form

Name of Institution _____

_____

Address _____

_____

Telephone Number _____

Date _____

Name of Person Completing this Form _____

Title _____

Please answer all of the questions in this survey as accurately as possible. Please check all appropriate responses unless instructed otherwise.

I. Type of Institution:

1. College or University Library
2. Public Library
3. Information Center
4. Research and Development Laboratory or Center
5. School System
6. Other (Specify) _____

II. Location of the ERIC Collection and Reference Materials:

Material	Locations					
ERIC Microfiche	Reference Section	Microforms Section	Government Documents	Curriculum Center	Periodicals Center	Others (Specify)
Resources in Ed. (RIE)						
Current Index to Journals in Ed. (CIJE)						
ERIC Thesaurus and Other Ref. Tools						
Microfiche Readers						
Microfiche Reader Printer or Printer						

3. Where is the Current Index to Journals in Education (CIJE) located?

   a. Reference Section ____
   b. Microforms Section ____
   c. Government Documents ____
   d. Curriculum Center ____
   e. Periodicals Section ____
   f. Other (Specify)_____

4. Where are the ERIC Thesaurus and other ERIC reference tools located?

   a. Reference Section ____
   b. Microforms Section ____
   c. Government Documents ____
   d. Curriculum Center ____
   e. Periodicals Section ____
   f. Other (Specify)_____

5. Where are microfiche readers located?

   a. Reference Section ____
   b. Microforms Section ____
   c. Government Documents ____
   d. Curriculum Center ____
   e. Periodicals Center ____
   f. Other (Specify)_____

6. Is there a reader-printer or printer located near the ERIC collection?

   a. Yes ____
   b. No ____

III. Availability of Equipment

1. Are there portable microfiche readers?_____ How many?_____

   Do they circulate?_____

2. Are there standard (non-portable microfiche) readers?_____ How many?_____

3. Are there microfiche reader-printers or printers?_____ How many?_____

4. Is there fiche to fiche duplicating equipment? _____

5. Is there computerized access to the ERIC data base? _____ If so, what kind (i.e. DIALOG, QUERY, etc.)?_____

   _____

   If not, are there plans to acquire computerized access to the ERIC data base?_____

IV. Age and Scope of the ERIC Collection:

1. In what year did you first acquire the ERIC collection?_____

2. Is it a complete collection--i.e. do you have all the microfiche issued since ERIC started in 1966?_____

3. If your collection is not complete, what parts of the collection do you have?_____

_____

Do you plan to acquire the complete collection?_____

4. Do you have a complete set of Resources in Education?_____

If not, does your collection of RIEs cover your collection of microfiche?_____

V. Availability of Reference Tools:

1. Do you subscribe to RIE? Yes____ No____. How many subscriptions?____

2. Do you subscribe to CIJE? Yes____ No____. How many subscriptions?___

3. Do you have an ERIC Thesaurus? Yes____ No____. How many?____

Which edition?_____

4. Do you have cumulative RIE Indexes? Yes____ No____

5. Do you have cumulative RIE Abstracts? Yes____ No____

6. Do you have cumulative editions of CIJE? Yes____ No____

7. Do you have copies of the following:

	Yes	No
Title Index	___	___
Descriptor and Identifier Usage Report	___	___
Institutions Index (1966-1971)	___	___
Manpower Research Inventory	___	___
Index to Pacesetters in Innovation	___	___
AIM and ARM Indexes	___	___
Special Macmillan Bibliographies		
Career Education (1973)	___	___
Early Childhood Education (1973)	___	___
Educational Finance	___	___
Library and Information Sciences (1972)	___	___
ERIC Info. Analysis Products (1967-1972)	___	___

VI. Users Served by the Institution:

1. How much use is made of your collection by the following catagories of users: Estimate if necessary.

(see next page)

Type	Do you Serve Yes	No	Percentage of Total Use
a. Graduate Students	___	___	_____
b. Faculty (University)	___	___	_____
c. Undergrad. Students	___	___	_____
d. Teachers	___	___	_____
e. Administrators	___	___	_____
f. In-House Staff	___	___	_____
g. General Public	___	___	_____
h. Other	___	___	_____

2. How are your ERIC materials most frequently used? Indicate a percentage - estimate if necessary.

Purpose	Percentage
Preparation of theses and dissertations	_____
Course papers	_____
Current awareness	_____
General literature reviews	_____
Preparation of proposals	_____
Identification of techniques applicable to specific programs	_____
Problem solving	_____
Data collection	_____
Other_____	_____

_____

VII. Services Provided:

1. What kinds of services are provided:

a. Reference Assistance? Yes___ No___
b. Search Referral? Yes___ No___. If so, to whom do you normally refer?_____
c. Actual Searching? Yes___ No___
d. Circulation of microfiche? Yes___ No___. If yes, what is the average number of titles circulated monthly? Estimate if necessary _____.
e. Duplication of microfiche? Yes___ No___. If yes, what is the average number of titles duplicated monthly?_____
f. Duplication of paper copy? Yes___ No___. If yes, what is the average number of titles reproduced monthly?_____

g. Are there any limitations placed on the duplication of:

Microfiche Yes____ No____. If yes, what are the limitations_____

_____.

Paper copy Yes____ No____. If yes, what are the limitations

_____

_____.

h. Order documents from the ERIC Document Reproduction Service (EDRS)? Yes____ No____. If yes, what is the average number of titles ordered monthly?_____.

i. For whom are services provided?

Anyone	_____
Individuals associated with the organization	_____
State residents	_____
Individuals served under contract	_____
Educators	_____
Other (Specify)_____	_____

j. Is there a cost to the user? Yes____ No____. If yes, for which services is there a charge?

Service	Charge	Amount
Reference Assistance	_____	_____
Search Referral	_____	_____
Computer Searches of ERIC	_____	_____
Manual search of ERIC	_____	_____
Duplication of microfiche	_____	_____
Duplication of paper copy	_____	_____
Ordering documents from EDRS	_____	_____

k. Do you keep records of services, volume and nature of use?

Yes___ No___. If yes, what kind of statistics:

a. Number of fiche used	_____
b. Number of titles used	_____
c. Number of clients served	_____
d. Type of clients served	_____
e. Topics of interest to clients	_____
f. Number of fiche to fiche reproductions	_____
g. Number of paper copies made	_____
h. Number of questions asked	_____
i. Number of searches conducted	_____
j. Other (Specify)_____	_____

1. Would you be willing to share your statistics with the clearinghouses and Central ERIC?_____. If yes, please supply a copy of your statistics for the past year.

m. Do you follow-up on the services provided to determine user satisfaction?_____

n. If so, how:

a. Evaluation form or questionnaire _____
b. Personal contact _____
c. Other (Specify)_____ _____

_____

2. Do you specifically promote the availability of the ERIC collection?

Yes____ No____

3. If so, how do you promote ERIC?

Handouts or brochures _____
Displays _____
Orientations and seminars _____
Library tours _____
Personal contact _____
Filmstrip or audio-visual materials _____
Other (Specify)_____ _____

4. Do you provide an orientation to ERIC?_____ If yes, is this exposure part of the general orientation to the library or other institution services?_____.

5. For whom do you provide orientations to ERIC?

Students _____
Faculty or staff members _____
Other_____ _____

6. How are ERIC orientations conducted?

Chalk talk or lecture _____
Slide presentations _____
Filmstrip _____
Other audio-visual materials _____
Other (Specify)_____ _____

7. Have you received the How to Use ERIC filmstrip and training materials package? _____.

8. Have you seen or used the How to Use ERIC filmstrip and training materials package? _____. If so, what is your reaction to it?

_____

_____

_____

_____

_____

VIII. Reactions to ERIC and ERIC Tools:

A. How would you evaluate the following aspects of ERIC's coverage of educational literature?

	Very Good	Good	Average	Poor	Very Poor
1. Scope	___	___	___	___	___
2. Timeliness	___	___	___	___	___
3. Type of documents	___	___	___	___	___
4. Relevance of documents to current concerns in education	___	___	___	___	___

B. On a scale of 1 to 5, how would you evaluate the following features of RIE:

	Very Useful 1	2	3	4	Of No Use 5	Never Used 6
Quality of material selected	___	___	___	___	___	___
Main Entry Section	___	___	___	___	___	___
Accession Number Section	___	___	___	___	___	___
Arrangement Within Sections	___	___	___	___	___	___
Content of Resumes	___	___	___	___	___	___
Descriptors	___	___	___	___	___	___
Introductory Info.	___	___	___	___	___	___
Indexing System	___	___	___	___	___	___

	Very Useful 1	2	3	4	Of No Use 5	Never Used 6
Format	___	___	___	___	___	___
Author Index	___	___	___	___	___	___
Subject Index	___	___	___	___	___	___
Institution Index	___	___	___	___	___	___

How would you evaluate the following features of CIJE:

	Very Useful 1	2	3	4	Of No Use 5	Never Used 6
Main Entry Section	___	___	___	___	___	___
Annotations	___	___	___	___	___	___
Author Index	___	___	___	___	___	___
Journal Contents Index	___	___	___	___	___	___
Subject Index	___	___	___	___	___	___
Source Journal Index	___	___	___	___	___	___

D. Are you aware that new terms and changes to the Thesaurus are listed in each issue of RIE and CIJE? Yes____ No____

E. Please indicate any difficulties you or your clients have in using the ERIC Thesaurus._____

_____

_____

_____

_____

_____

_____

F. What is your primary method of searching ERIC? Manual_____

By Computer_____.

G. Describe briefly the procedures you follow in searching ERIC by subject._____

_____

_____

_____

_____

_____.

H. What difficulties do you have in searching ERIC? Check all that apply. No Problems_____

Manual Coordinate Searching_____

Definition of subject terms_____

Pinpointing topics_____

Using the Thesaurus_____

Availability of Level III documents_____

Format and use of indexes_____

Inconsistent indexing_____

Designing search strategy_____

VT-ED conversions (AIM & ARM)_____

Availability of journals indexed in CIJE_____

Lack of adequate instructions for using ERIC_____

Other (Specify)_____

_____.

IX. Staff and Staff Training:

A. How many people on staff work directly with ERIC?_____

B. Who is responsible for the ERIC Collection? (Please provide name and titles)_____

_____

C. Should ERIC correspondence be addressed to this person? _____

If not, to whom_____

_____.

D. How is the staff trained to use ERIC? Check all that apply.

Self instruction_____

Workshops_____

From Colleagues_____

Library school or courses_____

Literature on the system_____

ERIC filmstrips_____

No effort made to train staff_____

Other (Specify)_____

_____.

E. What are the problems in training the staff and clients to use ERIC? (Check all that apply)

No Problems_____

Too time consuming and tedious_____

Use of the Thesaurus_____

Coordinate indexing_____

Availability of Level III documents_____

Availability of journal articles indexed in CIJE_____

Lack of instructions and training materials_____

Lack of trained staff_____

Use of Clearinghouse accession numbers_____

Lack of interest by staff or users_____

F. How do you obtain information on ERIC? Check all that apply and place a double check beside the PRIMARY method by which you obtain information on ERIC.

1. Colleagues_____
2. Professional meetings_____
3. ERIC sponsored workshops_____
4. Personal communications_____
5. Clearinghouse materials_____
6. Courses in library schools_____
7. Other_____

_____

X. Receipt of ERIC Materials:

A. Have you had any difficulty with the receipt of ERIC materials.

Microfiche-standing order____

RIE____

CIJE____

Other (Specify)_____

_____

B. Was the problem solved promptly?_____

C. What was the nature of the problem(s)?_____

_____

_____

_____

D. Are you involved in ordering single documents or special items from the ERIC Document Reproduction Service?_____ If so, have there been any difficulties?_____ What was the nature of the difficulty?

_____

_____

_____

XI. Relationships with Central ERIC and Clearinghouses:

NOTE: Central ERIC (CERIC) is a governmental body responsible for funding, setting policy, and monitoring the activities of the Clearinghouses and the commercial contractors.

A. Have you had any contact with CERIC?_____ If so, what kind?

_____

_____

_____

_____.

B. Have you had any direct contact with a Clearinghouse?_____

If so, indicate the nature of the contact.

Workshop_____

Reference Assistance_____

Other (Specify)_____

Was the contact beneficial_____. If not, why not?_____

_____

_____

_____.

C. What kinds of services would you like to see Clearinghouses provide?

Newsletters	_____
Bibliographies	_____
Information analysis products or summaries of the literature	_____
Workshops and training assistance	_____
Personal contacts	_____
Reference assistance	_____
No services needed	_____

Other (Specify)_____

D. How can communication be made more effective between Clearinghouses and libraries subscribing to the microfiche collection?_____

_____

_____

_____

_____

_____

E. Have you attended ERIC-sponsored workshops?_____. If so, were they helpful?_____ If not, why not?_____

_____

_____

_____

_____.

F. What topics would you like to see covered in ERIC workshops?

_____

_____

_____

_____

_____

G. Do you or did you receive Clearinghouse newsletters?_____

Were they useful to you?_____. Why?_____

_____

_____

_____

_____

H. Do you subscribe to any Clearinghouse newsletters that are for sale?_____.

I. Do you receive Clearinghouse publications other than newsletters? _____. If so, what do you do with them?_____

_____

_____.

J. Are you aware that most Clearinghouse publications--information analysis products--are in the microfiche collection?_____.

K. Do you know how to find Clearinghouse products in RIE?_____.

XII. Are there any questions you would like to have answered about any aspect of the ERIC system? (Attach a sheet of paper if necessary)

XIII. Are there any comments or suggestions you wish to make about any aspect of the ERIC system? (Attach a sheet of paper if necessary)

Thank you for taking the time to answer our questions. Your responses will enable each of the components of the ERIC system to serve you better.

APPENDIX B

PARTICIPANTS IN STANDING ORDER CUSTOMER SURVEY

ALASKA

Anchorage Higher Education Consortium
Library
3211 Providence Avenue
Anchorage, Alaska 99504
Contact: Alden M. Rollins

ARIZONA

Arizona Department of Education
Research Coordinating Unit
1535 W. Jefferson
Phoenix, Arizona 85007
Contact: Celeste Ridgley

Arizona State University
Hayden Library
Microform Service
Tempe, Arizona 85281
Contact: Ms. Lyle C. Watrous

Pima County Community College
Library
2202 W. Anklam Road
Tucson, Arizona 85709
Contact: David Buus

University of Arizona
Library
Tucson, Arizona 85721
Contact: Mrs. Lutie Higley

ARKANSAS

Ouachita Baptist University
Riley Library
Arkadelphia, Arkansas 71923
Contact: Juanita Barnett

CALIFORNIA

ACCESS-Contra Costa
County Superintendent of Schools
2371 Stanwell Drive
Concord, California 94520
Contact: Ms. Juliana Rousseau

CALIFORNIA (Continued)

Ambassador College
Library
300 West Green Street
Pasadena, California 91123
Contact: John A. Kossey

California State College, Stanislaus
Library
800 Monte Vista Avenue
Turlock, California 95380
Contact: Carlyle Porlsen

California State University, Chico
LARC-University Library
Chico, California 95929
Contact: Mary Ann Carter

California State University, Fresno
Library
Fresno, California 93740
Contact: W.F. Heinlen

California State University, Hayward
Education Library
25800 Hillary Street
Hayward, California 94542
Contact: Ms. Joan Thornton

California State University, Long Beach
Library
6101 East Seventh Street
Long Beach, California 90840
Contact: Miriam Reinhart

California State University, Northridge
Oviatt Library
18111 Nordhoff Street
Northridge, California 91324
Contact: Cathy Schoffner

California State University, Sacramento
Library
6000 J Street
Sacramento, California 95819
Contact: Elgie M. Fuson

CALIFORNIA (Continued)

Education/Psychology Library
University of California, Berkeley
2600 Tolman Hall
Berkeley, California 94720
Contact: Ms. Margaret Stern

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
Contact: Jennifer Futernick

San Diego County, Dept. of Education
6401 Linda Vista Road
San Diego, California 92101
Contact: Annabel McKinney

San Diego State University
Library
San Diego, California 92182
Contact: Eileen Adams

San Francisco Public Library
Civic Center
San Francisco, California 94102
Contact: John Kenny

University of California, Riverside
General Library
Riverside, California 92507
Contact: James Rothenberger

University of California, San Diego
Central University Library
C-075
La Jolla, California 92093
Contact: Jacqueline Coolman

University of Southern California
Education Library
3424 Hoover Boulevard
Los Angeles, California 90007
Contact: Janet Harvey

Vocational Education Resources Information Center (VERIC)
1025 P. Street
Room 218
Sacramento, California 95814
Contact: Dr. Robert J. Darling

Whittier College
Library
Whittier, California 90608
Contact: Jane Hockett

COLORADO

Northern Colorado Educational Board of Cooperative Services
830 South Lincoln
Longmont, Colorado 80501
Contact: Cheryl Chase

University of Colorado
Norlin Library
Boulder, Colorado 80302
Contact: Joe Mapes

University of Northern Colorado
James A. Michener Library
Greeley, Colorado 80639
Contact: Lois N. Brown

U.S. Office of Education/DHEW
PHS Library
3rd Floor, Federal Office Building
1961 Stout Street
Denver, Colorado 80202
Contact: Marjorie W. Landis

Western State College
Library
Gunnison, Colorado 81230
Contact: Nate Lund

CONNECTICUT

Capitol Region Education Council
443 Windsor Avenue
Windsor, Connecticut 06095
Contact: Charles R. Haller

Southern Connecticut State College
Hilton C. Buley Library
501 Crescent Street
New Haven, Connecticut 06515
Contact: Ms. Merle Ann Bunco

CONNECTICUT (Continued)

University of Bridgeport
Library
Periodicals Department
126 Park Avenue
Bridgeport, Connecticut 06602
Contact: Mrs. Betty Mayer

University of Connecticut
Wilbur Cross Library
Storrs, Connecticut 06268
Contact: Mary Thatcher

DISTRICT OF COLUMBIA

American University
Library
Massachusetts and Nebraska Ave., N.W.
Washington, D.C. 20016

District of Columbia Teachers College
Library
1100 Harvard Street, N.W.
Washington, D.C. 20009
Contact: John H. Thompson

Educational Research Library--
OE Branch
National Institute of Education
Office of Education
400 Maryland Ave. S.W.
Room A-038
Washington, D.C. 20202
Contact: George Schoefer

Federal City College
Library & Media Services Division
Graduate Research Library
724 Ninth Street, N.W. #320
Washington, D.C. 20001
Contact: Ms. Francis O. Churchill

Gallaudet College
Library
7th & Florida, N.E.
Washington, D.C. 20002
Contact: Jeanne Conway

Library of Congress
Annex Reading Room Reference Desk
Washington, D.C. 20540
Contact: Ms. Frances Reynolds

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036
Contact: Mary K. Jordan

Public Schools of the District of Columbia
Research Information Center
1013 Presidential Building
415 12th Street, N.W.
Washington, D.C. 20004

FLORIDA

Florida Atlantic University
C.S.E. Wimberley Library
Boca Raton, Florida 33432
Contact: Margaret A. Stone

Florida International University
Library
Tamiami Trail
Miami, Florida 33199
Contact: Muriel Efron

Florida State University
Career Education Center
415 North Monroe Street
Tallahassee, Florida 32301
Contact: Margaret Wenbler

Florida Technological University
Library
Reference Department
P.O. Box 25000
Orlando, Florida 32816
Contact: June S. Stillman

Indian River Community College
Library
3209 S. Virginia Avenue
Fort Pierce, Florida 33450
Contact: Ramona Scott

Marion County Schools
Professional Library
406 S.E. Alvarez Avenue
Ocala, Florida 32670
Contact: Mary Tillman

FLORIDA (Continued)

Miami Dade Community College
Library
11380 N.W. 27th Avenue
Miami, Florida 33167
Contact: LeRoy G. Holman

Miami Dade Community College
South Campus Library
11011 S.W. 104th Street
Miami, Florida 33143
Contact: Marcia Fallon

Nova University
Hollywood-Marlman Library
3301 College Avenue
Fort Lauderdale, Florida 33314
Contact: Marlene J. Barnes

School Board of Broward County
Materials Center
P.O. Box 5408
Fort Lauderdale, Florida 33310
Contact: Helen S. Mattison

University of Florida
Education Library
341 Norman Hall
Gainesville, Florida 32611
Contact: Linda Sparks

University of Miami
Library
Government Publications
Coral Gables, Florida 33124
Contact: Mary P. Wise

University of South Florida
The Library
Reference Department
Tampa, Florida 33620
Contact: Edith Knepper

University of West Florida
John C. Pace Library
Public Services Division
Pensacola, Florida 32504
Contact: Peggy W. Toifel

GEORGIA

Albany State College
Library
504 College Drive
Albany, Georgia 31705
Contact: Barbara W. Carroll

Augusta College
Library
2500 Walton Way
Augusta, Georgia 30904
Contact: Fred L. Lambert, Jr.

Berry College
Memorial Library
Mount Berry, Georgia 30149
Contact: Lance J. Foides

Columbus College
Library
Algonquin Drive
Columbus, Georgia 31907
Contact: Emmett Langley

Fort Gordon
Woodworth Library
Building 33500
Fort Gordon, Georgia 30905
Contact: Mildred Morris

Georgia College
Library
Milledgeville, Georgia 30
Contact: Robert J. Richardson

Georgia Department of Education
Education Information Center
213 State Office Building
Atlanta, Georgia 30334
Contact: Anne Moughon

Georgia Southern College
Library
Statesboro, Georgia 30458
Contact: Head, Reader Services Dept.

Georgia Southwestern College
Library
Americus, Georgia 31709
Contact: Jane Harris

GEORGIA (Continued)

Georgia State University
William R. Pullen Library
104 Decatur Street, S.E.
Atlanta, Georgia 30303
Contact: Frances Muse

North Georgia College
Stewart Memorial Library
Dahlonega, Georgia 30533
Contact: Tess Carey

Savannah State College
A.H. Gordon Library
State College Branch
Savannah, Georgia 31404
Contact: V.L. Chandler

University of Georgia
Library
Athens, Georgia 30602
Contact: Susan Field

University of Georgia
Office of Computing Activities
Boyd Graduate Research Building
Athens, Georgia 30601
Contact: Hallene Hurt

Valdosta State College
Library
Valdosta, Georgia 31601
Contact: Joy B. Trulock

West Georgia College
Library
Carrollton, Georgia 30117
Contact: Jackie Davis

GUAM

University of Guam
Robert F. Kennedy Library
Box EK
Agana, Guam 96910
Contact: H. Sumei Lee

HAWAII

University of Hawaii
Library
2550 The Mall
Honolulu, Hawaii 96822
Contact: Paula T. Mochida

IDAHO

Idaho State Department of Education
650 W. State Street
Boise, Idaho 83720
Contact: Charles A. Brown

Idaho State University
Library
Pocatello, Idaho 83209
Contact: Joseph Lu

ILLINOIS

Eastern Illinois University
Booth Library
Charleston, Illinois 61920
Contact: Pal V. Rao

Southern Illinois University
Morris Library
Education/Psychology Division
Carbondale, Illinois 62901
Contact: Lorene Pixley

Western Illinois University
Library
Macomb, Illinois 61455
Contact: Lois Mills

INDIANA

Ball State University
Library
Muncie, Indiana 47306
Contact: Mary Grobey

Indiana State University
Library
Terre Haute, Indiana 47809
Contact: Gene Norman

INDIANA (Continued)

St. Francis College
Library
2701 Spring Street
Fort Wayne, Indiana 46808
Contact: Theresa Meadows

IOWA

University of Iowa
Education/Psychology Library
W202 East Hall
Iowa City, Iowa 52242
Contact: Anne G. Evans

KANSAS

Documents Collection
University of Kansas Libraries
Lawrence, Kansas 66045
Contact: Ms. Marion Howey

Emporia Kansas State College
White Library
Emporia, Kansas 66801
Contact: Mary Jane Neff

Kansas State University
Farrell Library
Manhattan, Kansas 66056
Contact: Ann Scott

Library
Fort Hays Kansas State College
Hays, Kansas 67601
Contact: Mary Lou Warren

Library
Wichita State University
Box #68
Wichita, Kansas 67208
Contact: Ms. Dorothy M. Knight

LOUISIANA

Louisiana State Department of
Education, Research Coordinating
Unit, Room 801
P.O. Box 44064
Baton Rouge, Louisiana 70804
Contact: Florent Hardy, Jr.

McNeese State University
Frazar Memorial Library
Serials Department
Lake Charles, Louisiana 70601
Contact: Mrs. Kenton O'Kane

University of Southwestern Louisiana
Library
Lafayette, Louisiana 70501
Contact: Anna J. Marks

MAINE

University of Maine at Orono
Raymond H. Fogler Library
Orono, Maine 04473
Contact: Head of Reference, Susan Robertso

MARYLAND

Anne Arundel County Public Schools
2644 Riva Road
Annapolis, Maryland 21401
Contact: Zola L. Vrull

Bowie State College
Thomas G. Pullen Jr. Library
Bowie, Maryland 20715
Contact: Audrey V. Jones

Johns Hopkins University
Milton S. Eisenhower Library
Baltimore, Maryland 21218
Contact: Kai Yun Chiu

Maryland State Department of Education
Media Services Center
P.O. Box 8717
BWI Airport
Baltimore, Maryland 21240
Contact: Elsie A. Leonard

Montgomery County Public Schools
Educational Materials Laboratory
850 N. Hungerford Drive
Rockville, Maryland 20850
Contact: Karen Dowling

Salisbury State College
Library
Camden & College Avenue
Salisbury, Maryland 21801
Contact: Beth Knapke

MARYLAND (Continued)

The Loyola/Notre Dame Library, Inc.
200 Winston Avenue
Baltimore, Maryland 21212
Contact: Gilda Macksam

Towson State College
A.S. Cook Library
York Road
Baltimore, Maryland 21204
Contact: J. Parsons

Western Maryland College
Hoover Library
Westminster, Maryland 21157
Contact: Carol Quinn

MASSACHUSETTS

Boston College
Bapst Library
Chestnut Hill, Massachusetts 02167
Contact: Jan Baranowski Boyce

Boston Public Library
Boston, Massachusetts 02117
Contact: V. Lloyd Jameson

Boston University
Mugar Memorial Library
771 Commonwealth Avenue
Boston, Massachusetts 02215
Contact: David Snyder

Career Education Dissemination
Services (CEDIS)
2 Sun Life Executive Park
100 Worcester Street
Wellesley Hills, Massachusetts 02108
Contact: Anne Johnsen

Framingham State College
Whittemore Library
State Street
Framingham, Massachusetts 01701
Contact: Maureen Krier

Harvard Graduate School of Education
Monroe C. Gutman Library
6 Appian Way
Cambridge, Massachusetts 02138
Contact: Jane Sanchez

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824
Contact: Jean E. Sanders

Springfield College
Babson Library
263 Alden Street
Springfield, Massachusetts 01109
Contact: Gerald F. Davis

Tufts University
Library
Medford, Massachusetts 02155
Contact: Rosetta P. Martin

University of Lowell
South Campus
O'Leary Library
Wilder Street
Lowell, Massachusetts 01854
Contact: Wes Daniels

University of Massachusetts
Library
Amherst, Massachusetts 01002
Contact: Charlotte Cummings

Westfield State College
Library
Westfield, Massachusetts 01085
Contact: Mrs. Catherine H. Handy

MICHIGAN

Andrews University
James White Library
Berrien Springs, Michigan 49104
Contact: Richard K. Powell

MICHIGAN (Continued)

Eastern Michigan University
Library
Ypsilanti, Michigan 48197
Contact: Florence L. Stevens

Micnigan State Library Services
735 E. Michigan Avenue
Lansing, Michigan 48913
Contact: Mary Jane Boughner

Michigan State University
M.S.U. Libraries
East Lansing, Michigan 48824
Contact: Ms. Martha L. Meaders

Northern Michigan University
Olson Library
Marquette, Michigan 49855
Contact: Ms. Roberta Henderson

Oakland Schools Library
2100 Pontiac Lake Road
Pontiac, Michigan 48054
Contact: Robert S. Kramp

Oakland University
Kresge Library
Documents Department
Rochester, Michigan 48063
Contact: Jennie B. Cross

University of Michigan
Dearborn Campus Library
4901 Evergreen
Dearborn, Michigan 48128
Contact: Diane Culp

University of Michigan
Harlan Hatcher Graduate Library
Microform Reading Room
Ann Arbor, Michigan 48104
Contact: Margaret McMullen

Wayne County Intermediate
School District
Professional Resource Center
33030 Van Born Road
Wayne, Michigan 48184
Contact: Beatrice Katz

Wayne State University
Education Library
Detroit, Michigan 48201
Contact: T. Manheim

Western Michigan University
Educational Resources Center
Waldo Library
Kalamazoo, Michigan 49001
Contact: Iona R. Malanchuk

MINNESOTA

College of St. Thomas
O'Shaughnessy Library
St. Paul, Minnesota 55105
Contact: John Ullian

Mankato State University
Library
Box 19
Mankato, Minnesota 56001
Contact: Mayo H. DeRouchie

MISSOURI

Missouri Southern State College
Library
Newman & Duquesne Road
Joplin, Missouri 64801
Contact: Mary L. Dove

NEBRASKA

Chadron State College
Library
Chadron, Nebraska 69337
Contact: David T. Tipton

Love Memorial Library
University of Nebraska-Lincoln
Lincoln, Nebraska 68508
Contact: Ms. Kay Crawford

Kearney State College
Calvin T. Ryan Library
Kearney, Nebrasks 68847
Contact: Anita Norman

NEBRASKA (Continued)

University of Nebraska at Omaha
Gene Eppley Library
Box 688
Omaha, Nebraska 68101
Contact: Phil Yannarella

NEVADA

University of Nevada, Las Vegas
Library
4505 Maryland Parkway
Las Vegas, Nevada 89154
Contact: Joyce L. Hoskinson

University of Nevada, Reno
Library
Reno, Nevada 89507
Contact: John N. Ritenhouse

NEW HAMPSHIRE

Twin State Educational Information System
State Department of Education
410 State House Annex
Concord, New Hampshire 03301
Contact: Robert M. Trombly

University of New Hampshire
Library
Durham, New Hampshire 03824
Contact: Diane R. Tebbetts

NEW JERSEY

Educational Improvement Center of Northwestern New Jersey
Halko Drive
Cedar Knolls, New Jersey 07927
Contact: Joanne C. Erb

Learning Resource Center
Savitz LRC
Glassboro State College
Glassboro, New Jersey 08028
Contact: Barbara Kopala

Monmouth County Library
Eastern Branch, Route #35
Shrewsbury, New Jersey 07701
Contact: Mrs. Regina Sieben

New Jersey Occupational Resource Center
Building 871, NJJCC
Plainfield Avenue
Eidson, New Jersey 08817
Contact: Mrs. Priscilla Walsh

Phillipsburg Free Public Library
200 Frost Avenue
Phillipsburg, New Jersey 08865
Contact: Nancy Smink

Rider College
Franklin F. Moore Library
P.O. Box 6400
2083 Lawrenceville Road
Lawrenceville, New Jersey 08648
Contact: Carole A. Beane

Trenton State College
Roscoe L. West Library
P.O. Box 940
Trenton, New Jersey 08625
Contact: Louise Fradkin

NEW MEXICO

New Mexico State Library
P.O. Box 1629
Santa Fe, New Mexico 87501
Contact: Sandra Esquibel

University of New Mexico
Zimmerman Library
Albuquerque, New Mexico 87131
Contact: Rex Hopson

NEW YORK

Adelphi University
Library
Garden City, New York 11530
Contact: Doris Capra Johnson

Bank Street College of Education
Library
610 West 112th Street
New York, New York 10025
Contact: Lelita P. Jaspal/Wayne Gossage

NEW YORK (Continued)

Brooklyn College
Library
Midwood Campus
Avenue H
Brooklyn, New York 11210
Contact: Professor Barbara Winch

City University of New York
City College Library
Convent Avenue and 135th Street
New York, New York 10031
Contact: Vira Hinds

Hunter College
Education Library
695 Park Avenue
New York, New York 10021
Contact: Earl R. Shaffer

Long Island University
B. Davis Schwartz Memorial Library
C.W. Post Center
Greenvale, New York 11548
Contact: Masako Yukawa

Madison - Oneida BOCES
Spring Road
Verona, New York 13478
Contact: Dr. J. Robert Raub

Manhattan College
Cardinal Hayes Library
Bronx, New York 10471
Contact: Patricia M. Walsh

Nassau Educational Resources Center
BOCES
1196 Prospect Avenue
Westbury, New York 11590
Contact: Dr. A n E. Fitzpatrick

New York Public Library
Mid-Manhattan Library
8 East 40th Street
New York, New York 10016
Contact: Sandra J. Bonner

New York University
Bobst Library
70 Washington Square South
New York, New York 10012
Contact: Barbara Marks

Oswego County BOCES
Curriculum Resource Center
Mexico, New York 13114
Contact: Barbara Jones

Putnam/Northern Westchester Education Center
BOCES
Yorktown Heights, New York 10598
Contact: Barbara Ayers

Rockland Community College
Library Media Center
145 College Road
Suffern, New York 10901
Contact: Elizabeth Phelps

SUNY College at Brockport
Library
Brockport, New York 14420
Contact: Judith Lingenfelter

State University College at Buffalo
E.H. Butler Library
1300 Elmwood Avenue
Buffalo, New York 14222
Contact: Charles Underhill

SUNY College at Cortland
Library
Cortland, New York 13045
Contact: David H. Kreh

SUNY College at Fredonia
Reed Library
Fredonia, New York 14063
Contact: Jo Ann Kaufman

State University College at Geneseo
Milne Library
Geneseo, New York 14454
Contact: Kathleen McGowan

SUNY College at Old Westbury
Library
Old Westbury, New York 11568
Contact: Joseph Petraitis

NEW YORK (Continued)

State University College at Oswego
Penfield Library
Oswego, New York 13126
Contact: Blanche E. Judd

State University College at Potsdam
F.W. Crumb Memorial Library
Potsdam, New York 13676
Contact: David I. Trithart

State University of New York at Stony Brook
Library
Stony Brook, New York 11794
Contact: Richard Feinberg

Syracuse City School District
Instructional Resource Center
Special Project Building
910 Erie Blvd. East
Syracuse, New York 13210
Contact: M. Genevieve McGuire

Syracuse University
Bird Library
Syracuse, New York 13210
Contact: Betty Jane Vaughn

Teachers College
Library
525 West 120th Street
New York, New York 1002
Contact: Mrs. Florence Wilkinson

University of Rochester
Education Library
River Station
Rochester, New York 14627
Contact: Theresa Chu

NORTH CAROLINA

Appalachian State University
Belk Library
Boone, North Carolina 28608
Contact: John Coblentz

Charlotte-Mecklenburg Schools
Curriculum Research Center
P.O. Box 149
Charlotte, North Carolina 28230
Contact: Becky Bowman

East Carolina University
Jeyner Library
Greenville, North Carolina 27834
Contact: Martha Lapas

North Carolina Science & Technology Research Center
P.O. Box 12235
Research Triangle Park, North Carolina 27709
Contact: Sylvia S. Dear

North Carolina State University
D.H. Hill Library
Document Department
Box 5007
Raleigh, North Carolina 27607
Contact: Mary Elizabeth Poole

University of North Carolina
Wilson Library
Chapel Hill, North Carolina 27514
Contact: Diane Strauss

University of North Carolina at Charlotte
J. Murrey Atkins Library
UNCC Station
Charlotte, North Carolina 28223
Contact: Olive Pistor

University of North Carolina at Greensboro
Jackson Library
Greensboro, North Carolina 27412
Contact: Robert F. Gaines

NORTH DAKOTA

Chester Fritz Library
ERIC Center
University of North Dakota
Grand Forks, North Dakota 53201
Contact: Patricia Berntsen

OHIO

Bowling Green State University
Library
Bowling Green, Ohio 43403
Contact: Diane Kasper

Kent State University
Library
Kent, Ohio 44242
Contact: Harvey G. Soule

Miami University
King Library
Oxford, Ohio 45056
Contact: Richard H. Quay

Ohio Department of Education
908 Ohio Departments Building
65 S. Front Street
Columbus, Ohio 43215
Contact: Russell F. Knight

Ohio Education Association
225 E. Broad Street
Columbus, Ohio 43215
Contact: Byron Marlowe

Ohio University
Library
Athens, Ohio 45701
Contact: Theodore S. Foster

The Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Contact: Anne Stakelon

The Cleveland State University
Library
1860 East 22nd Street
Cleveland, Ohio 44115
Contact: Education Librarian

The Ohio State University
Education Library
060 Arps Hall
1945 N. High Street
Columbus, Ohio 43210
Contact: Ronald W. Force

University of Akron
Bierce Library
Akron, Ohio 44325
Contact: Ann Voorhees

University of Cincinnati
Library
Cincinnati, Ohio 45221
Contact: Fred Batt

Wright State University
Library
Colonel Glenn Highway
Dayton, Ohio 45431
Contact: Grover Brooks

Youngstown State University
Library
410 Wick Avenue
Youngstown, Ohio 44555
Contact: Debora Shaw

OKLAHOMA

Central State University
Library
Edmond, Oklahoma 73034
Contact: Carol Barry

Oklahoma State University
Library
Stillwater, Oklahoma 74074
Contact: Jill M. Holmes

University of Oklahoma Libraries
Social Sciences Library
401 West Brooks, Room 210
Norman, Oklahoma 73069
Contact: Ms. Shirley N. Pelley

OREGON

Oregon State University
William Jasper Kerr Library
Corvallis, Oregon 97331
Contact: Mariol Peck

Portland State University
Library
P.O. Box 1151
Portland, Oregon 97207
Contact: Kathy Greey

OREGON (Continued)

Southern Oregon State College
Library
Ashland, Oregon 97501
Contact: Harry R. Gates

PENNSYLVANIA

The Capitol Campus
The Pennsylvania State University
Library
Middletown, Pennsylvania 17057
Contact: Carolyn Miller/Judy Cherry

Clarion State College
Rena M. Carlson Library
Clarion, Pennsylvania 16214
Contact: Roger Horn

Indiana University of Pennsylvania
Rhodes R. Stabley Library
Indiana, Pennsylvania 15701
Contact: Richard Chamberlin

Saint Joseph's College
Library
City Avenue at 54th Street
Philadelphia, Pennsylvania 19131
Contact: Josephine Savara

State Library of Pennsylvania
Government Publications Section
Box 1601
Harrisburg, Pennsylvania 17126
Contact: John Geschwindt

Temple University
Library
13th and Berks Streets
Philadelphia, Pennsylvania 19122
Contact: Lawrence W. Marble

West Chester State College
Francis Harvey Green Library
West Chester, Pennsylvania 19380
Contact: Mary Anne Duffy

RHODE ISLAND

Rhode Island College
J.P. Adams Library
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908
Contact: Beth I. Perry

Rhode Island Department of Education
Information Services
22 Hayes Street
Providence, Rhode Island 02908
Contact: Irene P. Smith

University of Rhode Island
Library
Kingston, Rhode Island 02882
Contact: Elizabeth G. Kesler

SOUTH CAROLINA

Charleston County School District
3 Chisolm Street
Charleston, South Carolina 29401
Contact: Laura Blanchard

Clemson University
Cooper Library
Clemson, South Carolina 29631
Contact: Wilma C. Burkett

Darlington County School District
255 Blue Street
Darlington, South Carolina 29501
Contact: Ronna V. Askins

South Carolina Department of Education
Education Products Center
Resource Information Unit
Room 1209 Rutledge Building
Columbia, South Carolina 29201
Contact: Evelyn Murphy

South Carolina State
Library
P.O. Box 11469
1500 Senate Street
Columbia, South Carolina 29211
Contact: John Landrum

SOUTH CAROLINA (Continued)

University of South Carolina
Education Library
Columbia, South Carolina 29208
Contact: Carolyn S. Tyler

Winthrop College
Dacus Library
Rock Hill, South Carolina 29733
Contact: Larry Mitlin

SOUTH DAKOTA

South Dakota State
Library
322 South Fort Street
Pierre, South Dakota 57501
Contact: Paula Novak

University of South Dakota
I.D. Weeks Library
Learning Resources Lab
Vermillion, South Dakota 57069
Contact: Edith B. Siegrist

TEXAS

Abilene Christian College
Brown Library
ACC Station
Abilene, Texas 79601
Contact: Callie F. Milliken

East Texas State University
Library
Commerce, Texas 75428
Contact: Mrs. Robbie House

Education Service Center
Region XIX
661 Boeing Street
El Paso, Texas 79999
Contact: June Menser

Lamar University
Library
Box 10021
Lamar University Station
Beaumont, Texas 77710
Contact: Karen E. Stoudenmier

Pan American University
Library
Edinburg, Texas 78539
Contact: Mr. Isidra Guzman

Our Lady of the Lake College
College Library System
411 S.W. 24th Street
San Antonio, Texas 78285
Contact: Virginia Irwin

Southwest Texas State University
Library
San Marcos, Texas 78666
Contact: Kathy Sagebiel

Texas A & I University at Corpus Christi
Library
P.O. Box 6010
Corpus Christi, Texas 78411
Contact: Dr. Carl Wrotenbery

Texas A & I University at Kingsville
James C. Jernigan Library
Kingsville, Texas 78363
Contact: George Boatright

University of Texas at Dallas
Library
P.O. Box 643
Richardson, Texas 75080
Contact: Judith Cantwell

University of Texas at San Antonio
Library
San Antonio, Texas 78285
Contact: Margaret A. Joseph

UTAH

Brigham Young University
115 HBLL
Provo, Utah 84602
Contact: Mrs. AFton Miner

University of Utah
Library
Salt Lake City, Utah 84112
Contact: Ms. Mary Jane Hair

UTAH (Continued)

Utah State Board of Education
Research and Development Division
1670 University Club Building
136 East South Temple
Salt Lake City, Utah 84111
Contact: Robert Olson

VERMONT

Twin State Educational Information System
State Department of Education
Montpelier, Vermont 05602
Contact: Elizabeth Hoppes

VIRGIN ISLAND

College of the Virgin Islands
St. Croix Campus
Kingshill Box 84
St. Croix, USVI 00850
Contact: Marjorie Masters

VIRGINIA

Alexandria City Schools
Nicholas Memorial Professional Library
3330 King Street
Alexandria, Virginia 22302
Contact: Julie Lando

College of William and Mary
Earl Gregg Swem Library
Williamsburg, Virginia 23185
Contact: Robert C. Stevick

Fairfax County Public Schools
Professional Reference Library
3500 Old Lee Highway
Fairfax, Virginia 22030
Contact: Betty Chilton

George Mason University
Library
4400 University Drive
Fairfax, Virginia 22030
Contact: Jim Olivetti

Madison College
Madison Memorial Library
Harrisonburg, Virginia 22801
Contact: Mary Kathryn King

Old Dominion University
Hughes Library
Norfolk, Virginia 23508
Contact: Cynthia Swaine

University of Virginia
Education Library
306 Ruffner Hall
School of Education
Charlottesville, Virginia 22903
Contact: Betsy Anthony

Virginia Department of Education
Division of Research and Statistics
1312 East Grace Street
Richmond, Virginia 23216
Contact: R.T. Lewis, Jr.

Virginia Polytechnic Institute and State University
Library
Blacksburg, Virginia 24061
Contact: Jean Thompson

Virginia Polytechnic Institute and State University
Library
11440 Newton Square North
Reston, Virginia 22090
Contact: J.M. Reeve

Virginia State College
Library
P.O. Box 245
Petersburg, Virginia 23803
Contact: Mary A. West

WASHINGTON

Central Washington State College
Library
Ellensburg, Washington 98926
Contact: Ruth Hartman

WASHINGTON (Continued)

State Superintendent of Public Instruction
Professional Curriculum Library
Old Capitol Building
Olympia, Washington 98504
Contact: Nancy Motoniatsu

University of Washington
Library
Seattle, Washington 98195
Contact: Claire Marston

Washington State University
Library
Pullman, Washington 99163
Contact: Virginia Holte

WEST VIRGINIA

Bluefield State College
Library
Bluefield, West Virginia 24701
Contact: Dr. Donald E. Riggs

Glenville State College
Robert F. Kidd Library
Glenville, West Virginia 26351
Contact: David Gillespie

Marshall University
West Virginia Research Coordinating Unit
Huntington, West Virginia 25701
Contact: Roy Thomas

West Virginia Department of Education
Media Center
1900 Washington Street, East
Room B-346
Charleston, West Virginia 25305
Contact: Phyllis Dowler

West Virginia College of Graduate Studies
Library
Institute, West Virginia 25112
Contact: Sue P. Forrest

West Virginia University
Library
Morgantown, West Virginia 26506
Contact: Claudia Moe

WISCONSIN

University of Wisconsin - Platteville
Karrmann Library
725 West Main Street
Platteville, Wisconsin 53818
Contact: Bryan Schwork

University of Wisconsin, Parkside
Library
Kenosha, Wisconsin 53140
Contact: Judith Hamilton

University of Wisconsin
Milwaukee
Library
Milwaukee, Wisconsin 53201
Contact: M. Markowitz

WYOMING

Wyoming State Department of Education
State Office Building West
Cheyenne, Wyoming 82002
Contact: Nancy Anderson

APPENDIX C

REACTIONS TO THE TRAINING MATERIALS PACKAGE, ERIC: WHAT IT IS, HOW TO USE IT

The following comments about the recently developed ERIC training materials package were made by fewer than 5% of the 159 librarians who expressed their opinions about the kit. Remarks made by more than 5% of the SOCs are listed on page 20 of the report. These comments are listed in detail in order to provide a basis for future efforts to modify this package or to develop new ones.

Comment	Number	Percentage
Mock-ups that accompany the filmstrip are too expensive to purchase or reproduce with tight library budgets	5	3
Level II filmstrip is misleading or inaccurate since some essential concepts are not discussed--i.e. the need to use the Thesaurus	5	3
Presentation is too condescending, silly, or cute	5	3
Bad photography or visual presentation	4	3
Too sophisticated for most library clients	3	2
Have the filmstrip, but do not use it. No clarification given	3	2
Must be (and in fact, has been) modified for use in a library setting	3	2
Level I too general for any group interested in ERIC	3	2
Confusing to viewers	2	1
Filmstrips provide a very narrow view of ERIC and its scope. The range of subjects mentioned should be expanded	2	1
Too much extraneous information is presented about what the system is and how it is organized	2	1
Some libraries lack the facilities to use the materials	2	1
Fails to really explain how to use ERIC	2	1

Comment	Number	Percentage
Background music is distracting	2	1
Difficult to use in a large group setting	1	1
Poor audio	1	1
Not effective as an initial method of providing an orientation to ERIC	1	1
Users should not be directed to record EJ numbers when the journal citation is necessary to retrieve an article. This adds to user's confusion about the availability of journal articles on fiche	1	1
Lack of sufficient staff to use	1	1
In Level III the example of the Thesaurus entry presented on screen is not in the mock-up	1	1
The training package cannot be used alone. There is still a need for self-contained instructional materials	1	1
The tone of the filmstrip is distressing to librarians who resent seeing a reference spot-lighted as if it were the "Bible"	1	1
Audience level is too generalized and not focused enough to really make it appropriate for anyone	1	1

APPENDIX D

PROBLEMS IN USING THE ERIC THESAURUS

Twelve difficulties in using the Thesaurus were mentioned by fewer than 5% of the 172 libraries that reported information concerning Thesaurus-related problems. For problem areas cited by more than 5% of the SOCs see page 23 of this report.

Difficulties in Using the Thesaurus

N=172

Problem	Number	Percentage
Letter by letter alphabitizing (as opposed to word by word)	7	4
Searching using new terms when no information is provided about the way a concept was indexed prior to introduction of new term	7	4
Not really arranged hierarchically or too many hierarchies are illogical	6	3
Difficult to teach clients how to use	6	3
Jargon of practitioner not really reflected in Thesaurus	5	3
Use of the Rotated Descriptor Display	4	2
Lack of consistency in indexing makes it virtually impossible to use Thesaurus effectively and explain its use to others	4	2
Contrast in type face	4	2
ERIC terms should be compatible with other major indexes	3	2
Users assume that there is up-posting rather than the discrete descriptor approach	3	2
Too time consuming to use properly	3	2
Coordination of terms to form concepts not specifically included in Thesaurus	3	2

APPENDIX E

IMPROVING CLEARINGHOUSE - SOC COMMUNICATION

Suggestions for bettering communication between Clearinghouses and standing order customers made by one or two SOCs are listed below. Recommendations made by three or more microfiche collection sites are included on page 32.

Suggestion	Number	Percentage
Prepare information analysis products and summaries of the literature	2	1
Promote ERIC to increase visibility to librarians and users	2	1
Establish a procedure for subscribers to recommend sources of information for inclusion in the system with Clearinghouse feedback concerning action taken	1	1
Clearinghouses serve as "Clearinghouse" for exchange of information among SOCs	1	1
Clearinghouses reduce all charges to SOCs	1	1
Prompt replies to correspondence from SOCs	1	1
Publicize problems in using ERIC	1	1
Have a traveling ERIC representative	1	1
Maintain current list of librarians responsible for SOCs and disseminate to all Clearinghouses	1	1
Develop a good brochure on ERIC	1	1
Information on ERIC products and changes in the system should be communicated in more than one mode--i.e. shipped with fiche as well as, mailed directly	1	1

APPENDIX F

PARTICIPANT SUGGESTIONS FOR IMPROVING SOC WORKSHOPS

The following suggestions for improving SOC workshops were made by fewer than 5% of the 175 standing order customers who had opinions. Recommendations made by more than 5% are included on page 34.

Topic	Number	Percentage
Organization of the Workshop		
Provide opportunities for practice and use more examples. Hands-on experience is necessary	7	4
Separate advanced and novice ERIC users	5	3
Increase emphasis on specifics rather than generalities	3	2
Obtain SOC input in planning and conducting the workshops so that agendas will reflect SOC needs and concerns	1	.5
Simplify the language and make it consonant with library terminology	1	.5
Expand workshops to one-and-a half days	1	.5
Provide workshops by subject area	1	.5
Expand the opportunity for questions	1	.5
Nature, Function and Organization of ERIC		
Selection criteria for RIE and CIJE, discussion of sources and types of documents in RIE	7	4
Overview of the organization of the ERIC system including a discussion of the relationship between Clearinghouses and information service centers.	6	3
Discussion of the need for improvements in the ERIC system and in ERIC tools	5	3
ERIC microfiche	3	2
Eliminate the unit describing the organization of the ERIC system	3	2

Topic	Number	Percentage
Thorough description of what is and is not appropriate for ERIC coverage and the timeliness of ERIC coverage	3	2
Comparison of ERIC to other education-related information systems and a discussion of the ways ERIC materials complement other reference resources	3	2
Services available to SOCs from the various components of the ERIC system	1	.5
Explanation of ERIC policy in order to help SOCs understnad why there need be differences in products, services, and quality from Clearinghouse to Clearinghouse	1	.5
Discussion of the status of activities	1	.5
Explanation of the emphasis the system places on Clearinghouse publications	1	.5
Use of ERIC and ERIC Tools		
Conduct a session on coping with the inconsistencies of indexing and cataloging	4	3
Discussion and display of instructional aids developed by Clearinghouses and libraries to teach clients how to use ERIC	3	2
Discussion of the ways that a library can serve effectively as a middle man between a person requesting a search and the organization that will ultimately design and run the search	3	2
Ways of using ERIC in library acquisitions	1	.5
Management of the ERIC Collection		
Information on portable and standard readers, reader-printers, and duplicating equipment	7	4
Information useful in making informed decisions concerning the acquisition of an automated retrieval system	4	3
Information on the nature and availability of computer search services	3	2

Topic	Number	Percentage
Ways to evaluate the effectiveness of ERIC materials and services	2	1
A discussion of services local libraries can provide for each other to reduce the need for all to buy little-used ERIC materials	2	1

APPENDIX G

QUESTIONS STANDING ORDER CUSTOMERS ASK ABOUT ERIC

There were 60 questions to which the librarians sought answers. The number of standing order customers requesting an answer is in the parenthesis following the question. See page 37 for additional information.

Selection Criteria and Coverage

What are the selection criteria for ERIC documents and journal articles? (8)

How does a Clearinghouse acquire documents? (1)

How does an author submit materials to Clearinghouses? (1)

Why do Clearinghouse policies on document selection differ? (1)

To what extent are curriculum guides included in ERIC? (1)

Why are illegible documents microfiched? (1)

What percentage of the documents received by a Clearinghouse is accepted for RIE? (1)

Which organizations automatically have their materials included in RIE? (1)

Resources in Education

What is meant by document levels? (2)

Why are some documents not available on microfiche? (2)

How do you find Clearinghouse products in RIE? (2)

What are the 25 publication types used in cataloging documents for RIE? (25)

What are the plans for expanding the publication type classification? (1)

AIM and ARM

How is a VT number converted to an ED number? (4)

How are AIM and ARM used? (1)

What are AIM and ARM? (1)

Are there cumulative indexes and abstracts available for AIM and ARM? (1)

ERIC Document Reproduction Service

Why is vesicular film used if it does not reproduce well? (1)

Can page sizes on microfiche be standardized? (1)

How frequently is the EDRS contract renewed? (1)

Why is the EDRS turn around time for hard copy so long? (1)

Why does EDRS refuse to take a telephone order and send out hard copy the same day? (1)

Why are there large numerical "holes" within the individual shipments of micrcfiche? Are ERIC Documents going to be produced for these numbers, or are they being left empty for future expansion? Are they representative of segments of fiche which were not shipped for one reason or another? (1)

ERIC Tools

How are the various ERIC tools to be used? (1)

How can the ERIC Operating Manual be obtained? (1)

What is the Title Index? (1)

What is the Institutions Index? (1)

What is the Descriptor and Identifier Usage Report and how often is it published? (1)

System Management and Policy

What is ERIC's future financial status likely to be? (1)

How are decisions made regarding which Clearinghouses will remain, be consolidated or eliminated? (1)

Why are price increases automatically passed on to customers? (1)

Why is it necessary to have bidding for Clearinghouse and vendor contracts? (1)

How is the ERIC updated? (1)

Thesaurus

Will there be a thorough study of user needs and problems in using the Thesaurus before it is revised again? (1)

How does a user know how materials were indexed prior to the introduction of a new term? (1)

What are the plans for improving the ERIC vocabulary? (1)

What is the average time it takes for a temporarily assigned descriptor either to become a permanent addition to the Thesaurus, or be officially disgarded? (1)

Current Index to Journals in Education

What is the relationship between CIJE and Education Index? (1)

How many foreign journals are indexed in CIJE? (1)

How are the articles indexed in CIJE selected? (1)

Is there any way to acquire the annual indexes to CIJE for 1971, 1972 and 1973? (1)

Computer Searching

How does an institution determine the feasibility of acquiring the ERIC tapes? (1)

What information is available in ERIC computer searches? (1)

How does a library provide computer searches for its clients? (1)

What are the limits on full text--searching? (1)

Clearinghouse Service

What publications and services are actually available from the Clearinghouses? (1)

Why does it take four weeks for a Clearinghouse to respond to a request for reference assistance? (1)

Microfiche Equipment

What fiche to fiche duplicator will produce high quality reproduction of both silver halide and vesicular masters? (1)

What is a good quality microfilm-microfiche reader printer? (1)

Other

How can ERIC be used in library acquisitions? (1)

How many documents and microfiche are in the ERIC collection? (1)

What is FERIC? (1) (Note: The acronym, FERIC frequently causes confusion. It stands for the Florida Educational Resources Center.)

APPENDIX H

SUGGESTIONS FOR IMPROVING ERIC

The number of microfiche collection sites making each suggestion is included in paranthesis.

Microfiche

Revert to silver fiche. Vesicular is not desirable or an equivalent substitute for silver--even recognizing its advantages. (8)

Quality or legibility of fiche must be improved. (8)

Modify the headers on microfiche. The headers (title, ED number, etc.) are illegible or difficult to read. This makes filing and retrieving fiche unnecessarily difficult and time consuming. It also increases the incidence of misfiling. (5)

Film documents in such a way that all pages can be read in a non-rotating reader. (2)

Pages on fiche should be placed closer together so that two pages on the fiche can be reproduced on one sheet of paper. (1)

When filming documents pages should not be split. (1)

The 20 to 1 reduction ratio is preferred to the 24 to 1. (1)

Improve the reproducibility (fiche to fiche) of vesicular film. (1)

There must be faster processing of microfiche. Frequently newsletters and journals announce a publication which is not made available on fiche until much later. (1)

Coverage of Field of Education

Only fugitive materials should be included in RIE. (5)

Include more practioner-oriented materials in RIE and CIJE. (4)

Need more thorough coverage of education-related dissertations. (1)

Do not include dissertations in RIE. (1)

Documents must be entered on a more timily basis. (1)

There should be more emphasis on research reports and scholarly articles and less on speeches, etc. (1)

Develop an index to educational legislation. (1)

Develop an index to legal documents. (1)

Include materials from the Lawyer's Committee for Civil Rights Under Law in ERIC. (1)

Establish a separate Clearinghouse on library and information science. (1)

Poll librarians and users to discover gaps in the data base. (1)

Develop a booklet on Clearinghouse acquisitions procedures. (1)

Many of the documents in ERIC are not related to education or the current concerns of educators. The relevance of the materials must be increased. (1)

There should be a general brochure on how to submit documents to ERIC. (1)

Decide upon a primary audience. The fact that ERIC attempts to serve two distinct audiences--the researcher and the practioner--has resulted in confusion and the inability of the system to serve either well. (1)

CIJE

Cumulative editions of CIJE should be made available for longer periods of time. Presently, these volumes go out-of-print before all claims are settled. (2)

Include full abstracts in CIJE. (2)

Make it clear that journal articles indexed in CIJE are not available on fiche. (1)

Eliminate EJ numbers. (1)

Include author's name and other bibliographic data in the subject index of CIJE. (1)

Prevail on the publisher of CIJE cumulative volumes to put them in better, longer lasting bindings so that they do not fall apart within a year. (1)

Develop a means of providing access to journals indexed in CIJE. (1)

SOCs should be surveyed concerning the journals indexed in CIJE to vote on the journals they feel are most useful, of limited use, or of no use. Also advise SOCs that deletions could mean the addition of other titles. (1)

Communication with SOCs

There should be newsletters or bulletins directed to supervisors and reference librarians directly associated with the collection. (7)

Automatically send all Clearinghouse newsletters and publications to SOCs. (3)

CERIC and Clearinghouses must recognize the fact that librarians have many resources to contend with. ERIC is one of many tools that demand their time and attention. (3)

Poll SOCs re concerns of major importance. (2)

There should be increased opportunitites for SOCs to talk with ERIC staff. (1)

Provide SOCs with names of contact people in Clearinghouses.(1)

Resources in Education

There must be tighter control and better definition of items included in RIE. Selection criteria need to be more stringent. (2)

Include loose forms in the back of RIE so that users could just take the form to order from EDRS. (See recent issues of Dissertation Abstracts) (1)

Publish criteria for acceptance of material for RIE in each issue of RIE. (1)

Each issue of RIE should explain how to cite ERIC documents in bibliographies. (1)

Procedure for citing analytics in RIE is confusing to users. Could the statement, re EDRS availability be eliminated? (1)

Include a running statistical summary of ERIC's accomplishments in each issue of RIE - i.e. total number of fiche produced, number of titles, etc. (1)

When dissertations are announced in RIE there should be a reference to Dissertation Abstracts, stating the volume number, A or B, and page number in addition to order information. (1)

Use larger type for author's name in the main entry section of RIE to make it more prominent. (1)

GPO should send notices to alert libraries to the expiration of their RIE subscriptions. (1)

Add slash marks after the ED number in resume section to quickly alert users to the fact that the document is not available on fiche. (1)

Improve the introduction to RIE. (1)

Rearrange format of main entry section. The publication date and pagination should follow the title. (1)

Prepare a cumulative list of items which are not available from EDRS. (1)

All back issues of the annual and semiannual indexes to RIE should be available for purchase since there will always be a need for them. (1)

Promotion, Audio-Visual, and Instructional Materials

Stimulate the need for the use of ERIC. Without such prodding it is impossible to increase the use of the system or its perceived importance to users. (3)

Provide SOCs with posters that explain what ERIC is and how to use it. (3)

Develop good audiovisual materials for libraries to use in training. (2)

Clearinghouses should collect and evaluate audio-visual instructional materials which can be used in ERIC orientations. (1)

Develop instructional materials for the researcher who wants to use ERIC. All materials presently available seem geared to the practitioner and lack the necessary depth. (1)

Provide a brochure describing the use of ERIC by social scientists other than those in education. (1)

Develop more and varied instructional materials for ERIC. (3)

Develop a brief, easy to read, one-page sheet explaining the use of ERIC to undergraduate students, teachers and others. (1)

Develop a compendium of instructional materials and techniques used by librarians to provide ERIC orientations. (1)

Brochures on services provided by each Clearinghouse could be issued to librarians to hand out to patrons. (1)

System Management

Establish one vendor to produce all ERIC products that are for sale. (2)

CERIC should ensure that vendors fill all orders promptly. (2)

The change of vendors and contractors for products and Clearinghouses should be made in a manner that causes little inconvenience to ERIC users. (1)

Clearinghouses should not be put up for bid every three years. (1)

There should be greater uniformity across Clearinghouses. (1)

ERIC should be a division of USOE not NIE. (1)

Insist that Clearinghouses handle SOC requests quickly. (1)

Before awarding anything similar to the vesicular contract, seek more information on how severly it will affect standing order customers. (1)

Establish quidelines for weeding the microfiche. File is growing at an alarming rate and storage is becoming a problem. (1)

Indexing and Abstracting

Something must be done to make the use of descriptors and identifiers become more uniform and consistent. (4)

There needs to be more indexing by test or product name rather than by type of test or product. (1)

There needs to be more personal name indexing. (1)

Documents should be indexed more thoroughly. (1)

Provide factual information on document indexing so that users will be aware of the problems of retrieving documents accurately. (1)

ERIC must become more sensitive to educational terminology. The indexing in Education Index is superior to that done by ERIC in that it is more responsibe to new terminology and differences in the meaning of concepts. (1)

ERIC should consider the elimination of descriptors and identifiers. It seems that a better search (in terms of relevance) results from using full-text strategies than from the use of descriptors. (1)

Thesaurus and Vocabulary

More scope notes and "Used for" notations should be included in the Thesaurus. (2)

Make a loose-leaf edition of the Thesaurus available so that the task of integrating the new descriptors is made easier. (1)

Thesaurus should be redesigned to make it easier for users to understand and use. (1)

In the Thesaurus each page should carry an explanation of the terms, BT, NT, SN, RT, etc. (2)

When a new descriptor is added to the Thesaurus, the entry should explain how the concept was retrieved to prior to the adoption of the term. (1)

The cross references from the Thesaurus should be incorporated in the subject indexes. (1)

Thesaurus needs to be more responsive to changes in terminology. (1)

ERIC should be a more specific index, i.e. include names of major programs in the Thesaurus either as main entries or cross references. (1)

Level III Documents

All documents announced in RIE should be available on fiche. If these materials cannot be made available, they should not be listed in RIE. (4)

A document which cannot be filmed to produce good, clear microfiche should not be included in ERIC. (3)

Prepare a separate abstract journal for material not available from ERIC (2)

Do something to reduce the incidence of users searching for Level III documents in the microfiche file. (1)

RIE and CIJE

Faster printing of annual cummulated indexes of all tools, RIE, and CIJE. (5)

Add guide words at the top of each page in the indexes to facilitate manual searching. (1)

Use larger or bolder type for subject headings in the subject indexes to RIE and CIJE. (1)

The titles and covers of RIE and CIJE should make the link between the two obvious. The lack of an obvious connection confuses users. (1)

Tools

Develop more tools for the manual searcher. (1)

Provide a descriptor and identifier usage report giving only the postings. (1)

Prepare an exhaustive bibliography of ERIC tools to reduce the difficulty in keeping tabs on each. (1)

Publish Descriptor and Identifier Usage Report more frequently. (1)

Permit standing orders for all ERIC tools. (1)

Librarians most often work with word-by-word systems of alphabetizing. Patrons are often not aware of the difference between word-by-word and letter-by-letter alphabetizing. Including a clear explanation of the alphabetization with the forematter of each index might be useful. (1)

AIM and ARM

AIM and ARM documents should not be apart of the ERIC fiche collection. It should be available to those libraries who want it, not forced on all who have standing orders. (2)

Assign a separate ED number to each document included in the AIM/ARM fiche series in order to make retrieval easier. (2)

Users should not have to wait until a subsequent issue of AIM and ARM is available to find out the ED numbers for the current issue. (1)

Integrate AIM and ARM completely into ERIC and do away with the separate indexes and numbering system. (1)

EDRS

EDRS requires that a minimum of $150 or $200 must be held in a deposit account. This amount should be reduced so that smaller libraries can establish deposit accounts. (2)

Microfiche still arrives with errors in the numerical sequence. Fiche should not have to be sorted prior to filing. (2)

Strict performance criteria should be established for all vendors that plan to bid on the EDRS contract. A company that cannot guarantee the delivery of quality service from the beginning should not be awarded a contract. (1)

The error rate in shipments of fiche must be corrected so that it is not necessary to inventory each monthly delivery. The number of duplicates and missing fiche has improved, but not to the point where the number of errors in a shipment is so small that it is not productive to fully inventory every shipment. (1)

Additional Clearinghouse and Information Resources

Start a clearinghouse on curriculum materials and text books for elementary and secondary schools. (2)

Develop an RIE type publication for curriculum and instructional materials. (1)

Establish a clearinghouse for social services to reflect for increasing provision of social services in the schools. (1)

Establish a clearinghouse on music education. (1)

Workshops

Note: These suggestions about workshops were made as a way of improving the ERIC system. Although some are similar, these recommendations were not considered under the discussion of workshops.

ERIC workshops should be held regularly for faculty and students on college campuses. (1)

Workshops should be scheduled at a time that is appropriate for the audience. For example, workshops for colleges and universities should not be held in the summer. (1)

Workshops are uneven; some are rudimentary, others professionally oriented. Technicians and professionals would benefit by a sharper description of the level of instruction. (1)

ERIC workshops should be provided for all new librarians as soon as it becomes known that they must work with ERIC materials. (1)

ERIC workshops are not productive and should be eliminated. (1)

Clearinghouse Products

ERIC should continue its role in the analysis of information in education. Literature surveys are especially needed. (1)

PREP, Putting Research into Educational Practice was extremely useful. This series should be revived. (1)

Prepare more bibliographies like those from Macmillan. (1)

Provide Macmillan-type bibliographies on curriculum guides arranged by subject and grade level. (1)

Supplementary ERIC publications--such as those prepared by Clearinghouses are unnecessary. (1)

Library Procedures and Equipment

CERIC should make some recommendations to the library community concerning the most effective location of ERIC materials in a library. Should ERIC materials be in Reference, Periodicals, Microforms, or Government Documents? (1)

Provide librarinas with information concerning the equipment needed for a microfile--i.e. fiche cabinets, readers, duplicators, etc. (1)

Have the Library of Congress change the classification of the Thesaurus so it can be shelved with RIE. (1)

Establish a "correct" or definitive method for citing ERIC entries and have it approved by the American Library Association, if possible. (1)

Survey of ERIC Data Base Search Services

Frequently revise the Survey. (1)

Include foreign services in the Survey. (1)